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ABSTRACT

This annual performance report on Arizona adult education begins with 3 pages of financial reports and statistical information presented in 9 tables and 19 charts. Tables and charts depict the following: participants by class type, age group, ethnic background, student progress, reason for separation before completion, and status; sites with numbers of participants and daytime and evening classes; and personnel providing service. The narrative section summarizes these results: 60,000 plus adults were served; services were student centered with flexible class time, time for individual attention, culturally sensitive instructors and support personnel, and easy access to resources; for special populations, services attempted to provide a well-coordinated system to track students' progress and to assist individuals as they move from one set of services to another; expansion of services to welfare and public housed adults was significant; sizable increases in student enrollments continued; work site programs were offered to improve functional literacy and computing skill of employees; and the effort to serve non-English-speaking state residents continued to grow. Exhibits, amounting to over one-half of the report, include the following: program directors' list; materials on homeless persons, including conference on education for homeless program, homeless adult education project organizational chart, and homeless providers list; program quality indicators; technical review form; and agendas for meetings/institutes; and news releases. (YLB)

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ED 380 562

ARIZONA ADULT EDUCATION

ANNUAL PERFORMANCE REPORT

Fiscal Year 1993

Prepared for:

Arizona State Department of Education
and
United States Department of Education

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The Division of Adult Education

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September 30, 1993

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Arizona Adult Education Annual Performance Report

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FINANCIAL REPORTS

ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

LOCAL GRANT RECIPIENTS AVERAGE COST & TOTAL CONTACT HOURS PER STUDENTS
FY93

	1	2	3	4	5	6			7	8				9	10	11	12	13	14
						STUDENTS				STUDENT HOURS									
PROJECT	STATE	FEDERAL	TOTAL	ADMIN. AND TRAINING	TOTAL COSTS	ABE	GED	CIT	TOTAL NO. STUDENTS	ABE	ESOL	GED	CIT	TOTAL STUDENT HOURS	PROJECT COST/ STUDENT	PROJECT COST/ STUDENT HOURS	TOTAL COST/ STUDENT	TOTAL COST/ STUDENT HOURS	AVERAGE HOURS/ STUDENT
APACHE CO. SUPT.	3,213		3,213	507	3,720		49		49			1,418		1,418	65.57	2.27	75.92	2.62	28.94
BISBEE USD	16,647	11,152	27,799	4,387	32,186	119	106	43	268	1,820	5,675	4,240	2,580	14,315	103.73	1.94	120.10	2.25	53.41
(FRIENDS) CAMP VERDE		6,426	6,426	1,014	7,440	72			72	295	663			958	89.25	6.71	103.34	7.77	13.30
CENTRAL AZ COLLEGE		20,582	20,582	3,248	23,830	823			823		18,129	6,121		24,250	25.01	0.85	28.96	0.98	29.47
CHIC.PORLA CAUSA	7,014		7,014	1,107	8,121			61	61				2,809	2,809	114.98	2.50	133.13	2.89	46.05
CHINO VALLEY LIT	5,311	2,400	7,711	1,217	8,928	22	78		100	378	438	2,132		2,948	77.11	2.62	89.28	3.03	29.48
COCHISE COLL.	19,617	28,000	47,617	7,515	55,132	138	124		262		5,487	4,387		9,874	181.75	4.82	210.43	5.58	37.69
DOUGLAS USD	25,680	40,406	66,086	10,430	76,516	361	174	81	616		16,528	2,475	2,664	21,667	107.28	3.05	124.21	3.53	35.17
DOWNTOWN L. CTR.	20,000	35,304	55,304	8,728	64,032	929	159		1,088	27,889	3,456	6,035		37,380	50.83	1.48	58.85	1.71	34.36
E.A.C.GILA PUEBLO	10,778	1,816	12,594	1,988	14,582	11	196		207		924	4,012		4,936	60.84	2.55	70.45	2.95	23.85
E.A.C. THATCHER	7,279	7,996	15,275	2,411	17,686	73	177		250	946	1,973	3,140		6,059	61.10	2.52	70.74	2.92	24.24
FLAGSTAFF COM. SCH.	15,672	42,599	58,271	9,196	67,467	226	143	1	370	4,076	2,527	3,526	26	10,155	157.49	5.74	182.34	6.64	27.45
FRIENDLY HOUSE		117,700	117,700	18,575	136,275	2,380		1	2,381	6,331	42,686	9		49,026	49.43	2.40	57.23	2.78	20.59
GILBERT PUB.SCH.		1,675	1,675	264	1,939		61		61			882		882	27.46	1.90	31.79	2.20	14.46
GILA LIT. PROG.		9,639	9,639	1,521	11,160	111			111	2,962	1,316			4,278	86.84	2.25	100.54	2.61	38.54
GLENDALE ELEM.	65,860	154,907	220,767	34,841	255,608	985	585	5	1,575	4,887	30,851	24,513	129	60,380	140.17	3.66	162.29	4.23	38.34
KAYENTA USD	11,413		11,413	1,801	13,214	121	6		127	5,916		106		6,022	89.87	1.90	104.05	2.19	47.42
LAKE HAVASU LIT		6,426	6,426	1,014	7,440	83			83	1,464	505			1,969	77.42	3.26	89.64	3.78	23.72
LIT.VOL.MARICOPA		67,473	67,473	10,649	78,122	543			543	10,902	3,181			14,083	124.26	4.79	143.87	5.55	25.94
LUTHERAN MINISTRY		6,426	6,426	1,014	7,440	119			119		3,108			3,108	54.00	2.07	62.52	2.39	26.12
MESA USD	102,300	171,853	274,153	43,267	317,420	1,454	674	11	2,139	30,577	51,697	25,348	243	107,865	128.17	2.54	148.40	2.94	50.43
MOHAVE CC	31,105	24,587	55,692	8,789	64,481	500	590		1,090	965	10,777	9,943		21,685	51.09	2.57	59.16	2.97	19.89
NACA		10,710	10,710	1,690	12,400	255	261		516	4,792		9,970		14,762	20.76	0.73	24.03	0.84	28.61
NAVAJO CC	8,061	7,138	15,199	2,399	17,598	45	38		83	5,160		4,800		9,960	183.12	1.53	212.02	1.77	120.00
NOGALES USD	4,790	20,748	25,538	4,030	29,568	140	53		193	156	80	120		356	132.32	71.74	153.20	83.06	1.84
NORTHLAND P.CC		6,393	6,393	1,008	7,401	98			98	3,833				3,833	65.23	1.67	75.52	1.93	39.11
PAGE USD	2,419	2,414	4,833	763	5,596	6	21		27	150		1,150		1,300	179.02	3.72	207.27	4.30	48.15
PARKER USD	6,895		6,895	1,088	7,983		56		56			688		688	123.12	10.02	142.55	11.60	12.29
P.U.H.S. DIST.	777,318	33,382	810,699	127,945	938,644	5,901	1,123	35	7,059	93,735	196,229	25,192	513	315,669	114.86	2.57	132.97	2.97	44.72
PIMA CO AE	1,124,084	11,658	1,135,742	179,243	1,314,985	7,418	2,057	221	9,696	172,582	257,003	108,518	3,934	542,047	117.14	2.10	135.62	2.43	55.90
PIMA TALC		35,253	35,253	5,564	40,817	778	19	11	808	5,831	12,543	464	190	19,028	43.63	1.85	50.52	2.15	23.55
PROJECT ARTS		14,118	14,118	2,228	16,346	36			36	1,638				1,638	392.17	8.62	454.07	9.98	45.50
QUARTZSITE ELEM		6,019	6,019	950	6,969	5	15		20	20	131	510		661	300.95	9.11	348.45	10.54	33.05
RIO SALADO CC	312,826	669,465	982,291	155,026	1,137,317	6,192	3,594		9,786	112,354	124,531	73,223		310,108	100.38	3.17	116.22	3.67	31.69
ROUGH ROCK COM.	4,065	12,000	16,065	2,535	18,600	16	5		21	1,345		177		1,522	765.00	10.56	885.71	12.22	72.48

ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

LOCAL GRANT RECIPIENTS AVERAGE COST & TOTAL CONTACT HOURS PER STUDENTS (Continued)
FY93

PROJECT	STATE	FEDERAL	TOTAL	ADMIN. AND TRAINING	TOTAL COSTS	STUDENTS			TOTAL NO. STUDENTS	STUDENT HOURS				TOTAL STUDENT HOURS	PROJECT COST/ STUDENT	PROJECT COST/ STUDENT HOURS	TOTAL COST/ STUDENT	TOTAL COST/ STUDENT HOURS	AVERAGE HOURS/ STUDENT
						ABE	GED	CIT		ABE	ESOL	GED	CIT						
SIERRA VISTA	23,634	22,267	45,901	7,244	53,145	99	195		294		4,765	5,515		10,280	156.13	4.47	180.77	5.17	34.97
SOMERTON ELEM		3,198	3,198	505	3,703		31		31			1,515		1,515	103.16	2.11	119.44	2.44	48.87
SUPERIOR USD	5,433	5,839	11,272	1,779	13,051	29	22	2	53	1,354	2,376	1,161	84	4,975	212.68	2.27	246.25	2.62	93.87
TEMPE ELEMENTARY		5,466	5,466	863	6,329	26			26		2,500			2,500	210.21	2.19	243.38	2.53	96.15
TEMPE UNION HIGH	26,901	62,506	89,407	14,110	103,517	829	183	20	1,032	4,933	28,976	3,562	139	37,610	86.63	2.38	100.31	2.75	36.44
TUBA CITY USD	6,004	10,000	16,004	2,526	18,530	50	24		74	2,660		243		2,903	216.27	5.51	250.40	6.38	39.23
UofA/SIERRA VISTA	9,874	32,779	42,653	6,731	49,384	203	25	36	264	12004	1825	901	1335	16,065	161.56	2.66	187.06	3.07	60.85
VERDE VALLEY LIT	3,000	5,000	8,000	1,263	9,263	29			29	518				518	275.86	15.44	319.40	17.88	17.86
VI-IKAM DOAG IND.		4,500	4,500	710	5,210	51	14		65	1,280	382	338		2,000	69.23	2.25	80.15	2.61	30.77
WESLEY COMM.CTR.		6,118	6,118	966	7,084	208	72		280	272	898	9,678		10,848	21.85	0.56	25.30	0.65	38.74
WHT MTN TRIBE	5,481		5,481	865	6,346	49	12		61	3,339		667		4,006	89.85	1.37	104.04	1.58	65.67
WILLIAMS UNIFIED SD	6,018	3,274	9,292	1,466	10,758	13	13	11	37	976		153	305	1,434	251.14	6.48	290.77	7.50	38.76
YAVAPAI COLLEGE	29,071	61,964	91,035	14,367	105,402	564	240	16	820	15,026	9,786	7,237	469	32,518	111.02	2.80	128.54	3.24	39.66
YUMA CO LIBRARY	5,913	32,597	38,510	6,078	44,588	198	25	21	244	1,234	5,059	704	475	7,472	157.83	5.15	182.74	5.97	30.62
YUMA ELEM.	33,006	43,573	76,579	12,085	88,664	469	204	51	724		36,596	17,614	4,512	58,722	105.77	1.30	122.46	1.51	81.11
TOTAL	2,736,363	1,886,064	4,622,427	729,511	5,351,938	32,777	11,424	627	44,828	844,810	630,879	330,664	14,649	1,821,002	103.11	2.54	119.39	2.94	40.62

(1) is State funds actually spent by Project
(2) is Federal funds actually spent by Project
(3) is total of (1) and (2)
(4) is State Administration and in-service training
(5) is total of (3) and (4)

(6) is number of ABE, Cit and GED Students
(7) is total of (6)
(8) is total ABE, Cit and GED hours
(9) is total of (8)

(11) is (3) divided by (9)
(12) is (5) divided by (7)
(13) is (5) divided by (9)
(14) is (9) divided by (7)

REV 8/10/93 COSTASTA.XLS

ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

CATEGORY OF LOCAL GRANT RECIPIENTS

Category	Project (50)	FY93 Allocation $4,627,940.29
Local Education Agencies:	Apache County Supt.	3,012.99
Number of Recipients = 27	Bisbee Unified School District	26,636.91
Percentage of Number = 54	Chino Valley Literacy	7,507.32
Percentage of Allocation = 66	Douglas Unified School District	61,973.08
	Flagstaff Unified School District	58,937.75
	Gilbert Public Schools	2,871.06
	Glendale Elementary	212,475.63
	Kayenta Unified School District	9,000.00
	Mesa Unified School District	255,035.67
	Nogales Unified School District	36,955.86
	Page Unified School District	5,865.28
	Parker Unified School District	6,000.00
	Phoenix Union High School	816,822.22
	Pima County Adult Ed	1,225,440.73
	Pima/Tuc Area Learn Coalition	34,000.91
	Quartzsite Elementary	6,320.72
	Rough Rock Community School	16,065.00
	Sierra Vista Unified School District	46,728.83
	Somerton Elementary	2,844.78
	Superior Unified School District	10,348.12
	Tempe Elementary	5,889.50
	Tempe Union High School	86,797.69
	Tuba City Unified School District	14,991.97
	White Mountain Tribe	6,000.00
	Williams Unified School District	8,790.53
	Yuma Elementary	72,335.32
	Yuma Library	38,158.79
		$3,077,806.66
Community Based Organizations:	Chicanos por la Causa	5,574.00
Number of Recipients = 13	Downtown Learning Center	54,172.36
Percentage of Number = 26	Friendly House	102,239.30
Percentage of Allocation = 7	Friends of Camp Verde	12,426.00
	Gila Literacy Program	9,639.00
	Lake Havasu Literacy	6,426.00
	Literacy Vol.of Maricopa County	67,473.00
	Lutheran Ministry	3,895.14
	Native Americans for Community Action	10,710.00
	Project Arts	14,118.25
	Verde Valley Literacy	8,000.00
	Vi-Ikam Doag Industries	4,500.00
	Wesley Community Center	5,492.00
Postsecondary Educational		**$304,665.05**
Institutions:	Central Arizona College	24,633.00
Number of Recipients = 10	Cochise Community College	43,791.92
Percentage of Number = 20	Eastern Arizona College/Gila Pueblo	14,279.35
Percentage of Allocation = 27	Eastern Arizona College/Thatcher	18,999.17
	Mohave Community College	55,587.00
	Navajo Community College	16,061.00
	Northland Community College	6,426.00
	Rio Salado Community College	929,745.51
	University of Arizona/Sierra Vista	44,982.00
	Yavapai College	90,963.63
		$1,245,468.58

PART ONE:

STATISTICAL INFORMATION

DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 1 Report total number of participants in each category. Must be unduplicated count.

		AMERICAN INDIAN/ ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC		
	Class Type	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
	A	B	C	D	E	F	G	H	I	J	K	L
1	ABE I	236	305	38	89	233	232	936	1,189	720	599	4,577
2	ESOL I	14	27	391	725	44	66	4,200	5,471	209	291	11,438
3	ABE II	520	613	62	102	470	549	1,647	2,311	1,562	1,687	9,523
4	ESOL II	4	6	237	434	18	17	1,484	1,771	158	187	4,316
5	ESOL III	17	11	253	401	14	12	921	1,005	113	176	2,923
6	CIT	0	2	16	56	2	4	174	338	11	24	627
7	GED PREP	552	603	58	112	339	460	1,548	2,212	2,435	3,105	11,424
8	TOTAL	1,343	1,567	1,055	1,919	1,120	1,340	10,910	14,297	5,208	6,069	44,828

DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 2 Report total number of participants in each category. Must be unduplicated count.

		AMERICAN INDIAN/ ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC		
	Age Group	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
	A	B	C	D	E	F	G	H	I	J	K	L
1	16-17	120	138	40	42	121	144	1,135	1,170	625	713	4,248
2	18-24	549	565	333	308	452	483	4,267	4,636	2,069	1,870	15,532
3	25-44	584	744	487	1,239	494	584	4,746	7,064	2,024	2,747	20,713
4	45-59	76	112	150	277	40	92	637	1,203	407	623	3,617
5	60 or Older	14	8	45	53	13	37	125	224	83	116	718
6	TOTAL	1,343	1,567	1,055	1,919	1,120	1,340	10,910	14,297	5,208	6,069	* 44,828

* Total count must equal total in column L Table 1.

ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 3 Report total number of participants in each category. Must be unduplicated count.

	CLASS TYPE	NUMBER STARTED AT THIS LEVEL	NUMBER STARTED THAT COMPLETED THIS LEVEL	NUMBER PROGRESSING AT THIS LEVEL	NUMBER SEPARATED BEFORE COMPLETING LEVEL	NUMBER STARTED THAT MOVED TO HIGHER LEVEL	NUMBER OF CLASSES HELD AT EACH LEVEL
	A	B	C	D	E	F	G
1	ABE I	4577	1045	1852	1680	584	429
2	ESOL I	11438	3252	3721	4465	2138	334
3	ABE II	9523	2877	3164	3482	1627	434
4	ESOL II	4316	1394	1355	1567	993	147
5	ESOL III	2923	721	822	1380	436	110
6	CITIZENSHIP	627	286	186	155	189	24
7	GED PREP	11424	3188	3263	4973	1852	523
8	TOTAL	44828	12763	14363	17702	7819	2001

NOTE: The number in column (B) equals the total of colums (C), (D) and (E). Column (F) is a subset of column (C).

Completion of level includes students who completed their objectives.

ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 4 Report total students in each category. May be duplicated count.

	REASON FOR SEPARATION BEFORE COMPLETION	TOTAL
	A	B
1	HEALTH PROBLEMS	685
2	CHILD CARE PROBLEMS	1,186
3	TRANSPORTATION PROBLEMS	1,030
4	FAMILY PROBLEMS	967
5	LOCATION OF CLASS	1,378
6	LACK OF INTEREST	1,438
7	CLASS NOT APPROPRIATE FOR STUDENT NEEDS	928
8	TIME CLASS WAS SCHEDULED	580
9	CHANGE OF ADDRESS/MOVED FROM AREA	3,143
10	TOOK A JOB	2,317
11	CLOSE OF SCHOOL/AGENCY YEAR	11,994
12	OTHER KNOWN REASON (SPECIFY BELOW)	3,726
13	UNKNOWN REASON	7,054

ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 5 Report total students in each category. May be duplicated count.

	STATUS OF PARTICIPANTS UPON ENTRY INTO THE PROGRAM	TOTAL
	A	B
1	DISABLED	1,673
2	LIMITED ENGLISH PROFICENCY	17,935
3	ADULTS IN RURAL AREAS	4,702
4	ADULTS IN URBAN AREAS WITH HIGH UNEMPLOYMENT	516
5	IMMIGRANT ADULTS *	17,464
6	HOMELESS ADULTS	1,568
7	ADULTS IN CORRECTIONAL PROGRAMS	3,115
8	OTHER INSTITUTIONALIZED ADULTS	598
9	EMPLOYED ADULTS	14,511
10	UNEMPLOYED ADULTS	23,157
11	ADULTS ON PUBLIC ASSISTANCE	6,516

* Equals the number of students who are not U.S. Citizens

ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 6

Report total students in each category. May be duplicated count.

	STUDENT GOALS ACHIEVED	TOTAL
	A	B
1	OBTAINED AN ADULT HIGH SCHOOL DIPLOMA	54
2	PASSED GED/IN PROCESS	4,347
3	ENTERED OTHER EDUCATIONAL OR TRAINING PROGRAM	879
4	RECEIVED U.S. CITIZENSHIP	1,475
5	REGISTERED TO VOTE	1,124
6	GAINED EMPLOYMENT	3,590
7	SECURED EMPLOYMENT RETENTION OR OBTAINED JOB ADVANCEMENT	1,050
8	REMOVED FROM PUBLIC ASSISTANCE	874
9	OTHER	6,407

DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 7

Report all classes. Must be Unduplicated count.

	Location of Class	NUMBER OF PARTICIPANTS*	NUMBER OF DAYTIME CLASSES	NUMBER OF EVENING CLASSES	NUMBER OF SITES OPERATING FULL-TIME PROGRAMS (25 HOURS OR MORE)
	A	B	C	D	E
	School Building				
1	Elementary/Secondary School	12,781	46	290	8
2	Community College	2,859	30	30	9
3	4 - year College	83	2	0	0
	Other Locations				
4	Learning Center	18,069	228	138	23
5	Correctional Institution/Probation	2,679	40	15	0
6	Institution for the Disabled	302	5	3	0
7	Worksite	806	30	5	0
8	Library	178	7	11	0
9	Community-based Organization	3,720	67	44	6
10	Home or Homebased	360	73	23	1
11	Other (Specify)	2,991	40	35	1
	Total	**44,828**	**568**	**594**	**48**

* The total number of participants is an unduplicated count and should equal the total number reported for column L in Tables 1 and

ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 8 **Report all personnel providing service to DAEADE funded projects. Must be unduplicated count.**

		ADULT EDUCATION PERSONNEL		
	FUNCTION	**Paid Personnel**		**Volunteers**
	Organizational Placement and and Type of Job Performed	Total Number of Part Time Personnel	Total Number of Full Time Personnel	Unpaid Staff
	A	B	C	D
1	State level Administrative Supervisory and Ancillary Services	1	11	0
2	Local level Administrative Supervisory and Ancillary Services	47	25	28
3	Teachers	499	62	[illegible]40
4	Counselors	13	9	43
5	Paraprofessionals/Aides	133	21	392

Part Time is defined as an employee who is employed as an adult educator in this program LESS THAN FULL TIME.

Full time is defined as an employee who is employed FULL TIME in this program as an adult educator.
Full time normally means on a contract equivalent to other full time personnel in your institution.

Each employee should be reported only once. If a person performs more than one staff function, report that person in the staff function in which most of his/her time is spent. If a position is vacated and subsequently filled during the report period, report the position once.

ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 9

Must be unduplicated count.

	CLASS TYPE	NEW STUDENTS	RETURNING STUDENTS	TOTAL STUDENTS	TOTAL STUDENT HOURS	STUDENTS ENROLLED IN OTHER OCCUPATIONAL SKILLS PROGRAMS	STUDENTS RECEIVING PUBLIC ASSISTANCE
	A	B	C	D	E*	F	G
1	ABE I	3,679	898	4,577	177,179.05	383	1,055
2	ESOL I	9,494	1,944	11,438	482,018.85	209	620
3	ABE II	7,556	1,967	9,523	385,558.75	984	2,041
4	ESOL II	2,848	1,468	4,316	232,610.06	131	262
5	ESOL III	1,807	1,116	2,923	156,765.85	100	140
6	CIT	530	97	627	20,406.50	9	79
7	GED PREP	9,092	2,332	11,424	366,462.88	987	2,095
8	TOTAL	35,006	9,822	44,828	1,821,001.94	2,803	6,292

Total count must equal total in column L Tables 1 and 2.

* Column E is very important. We want to report every student hour generated in your program.

ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
ETHNIC BREAKDOWN

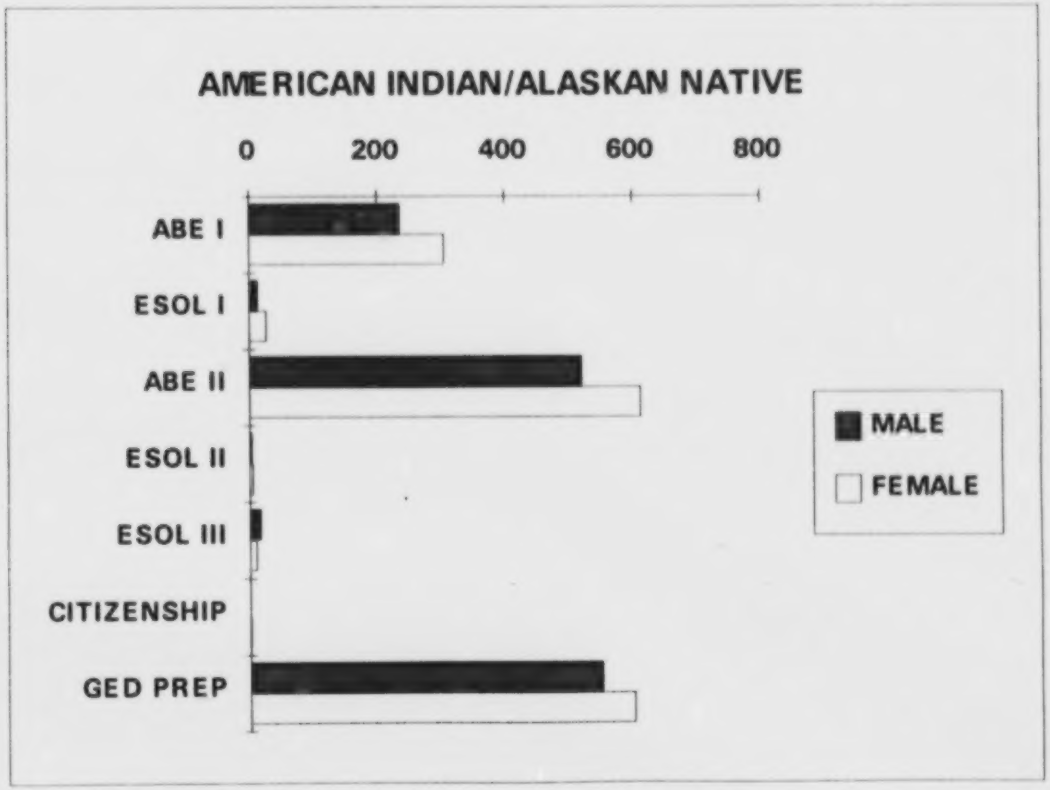


TABLE 1, CHART 1
AMERICAN INDIAN/ALASKAN NATIVE

	MALE	FEMALE
ABE I	236	305
ESOL I	14	27
ABE II	520	613
ESOL II	4	6
ESOL III	17	11
CITIZENSHIP	0	2
GED PREP	552	603
Total	1,343	1,567

ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
ETHNIC BREAKDOWN

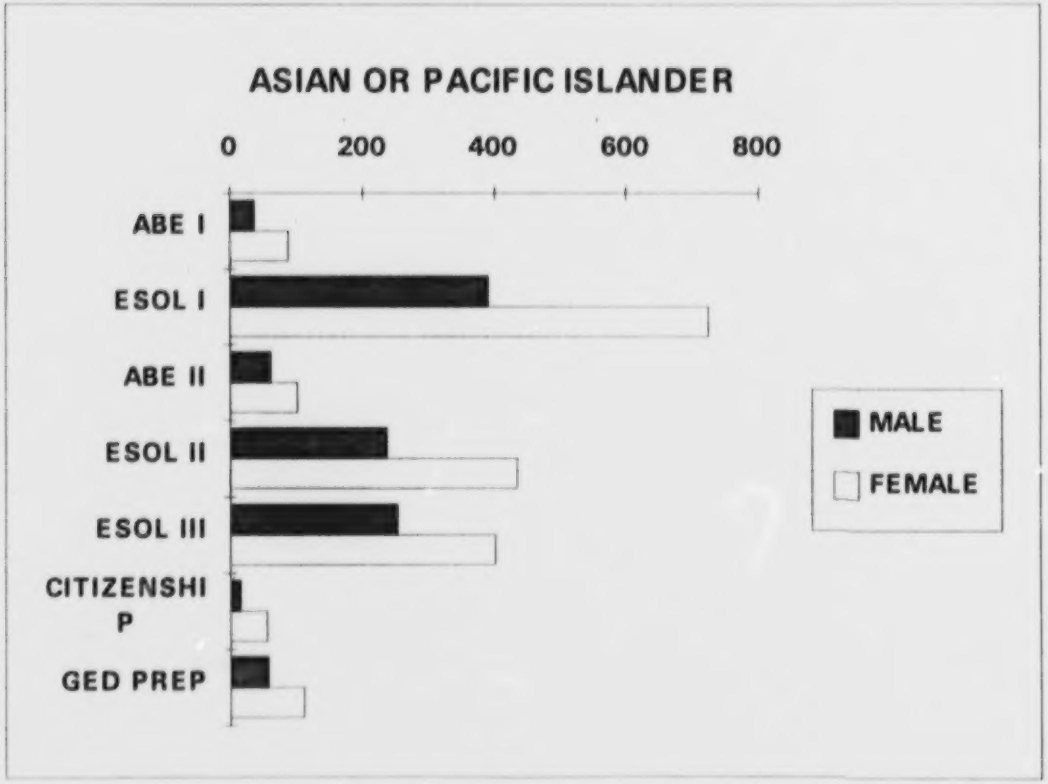


TABLE 1, CHART 2
ASIAN OR PACIFIC ISLANDER

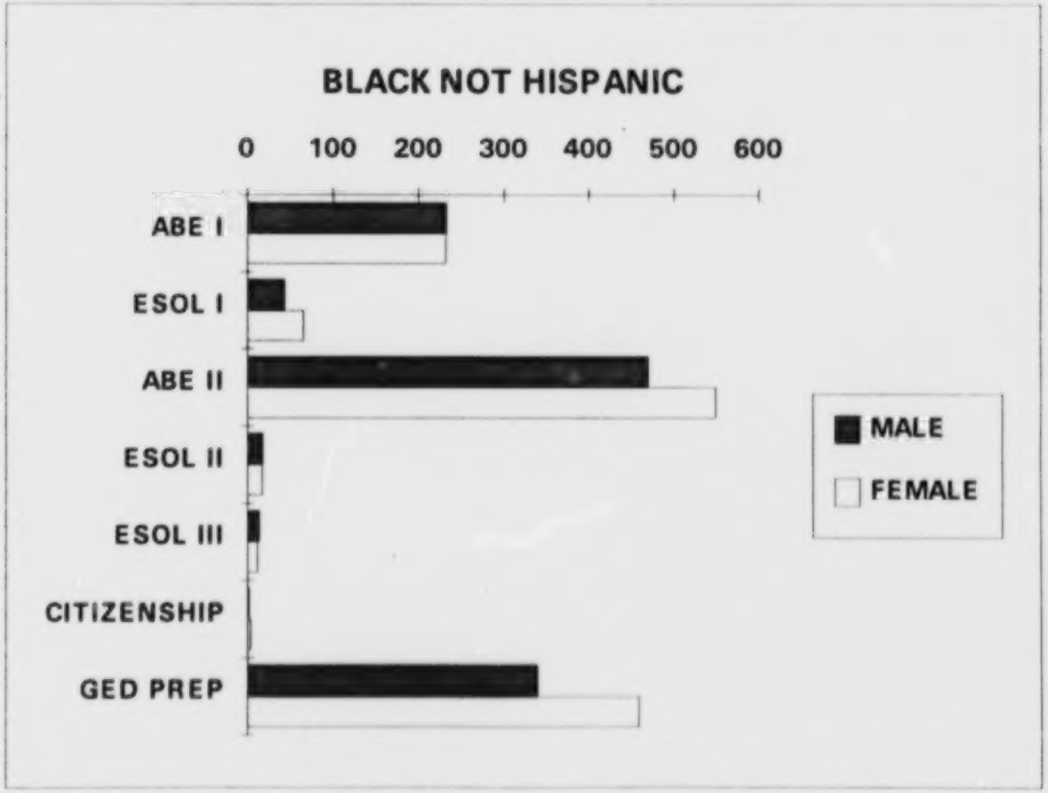
	MALE	FEMALE
ABE I	38	89
ESOL I	391	725
ABE II	62	102
ESOL II.	237	434
ESOL III	253	401
CITIZENSHIP	16	56
GED PREP	58	112
Total	1,055	1,919

ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
ETHNIC BREAKDOWN

TABLE 1, CHART 3
BLACK NOT HISPANIC

	MALE	FEMALE
ABE I	233	232
ESOL I	44	66
ABE II	470	549
ESOL II	18	17
ESOL III	14	12
CITIZENSHIP	2	4
GED PREP	339	460
Total	1,120	1,340

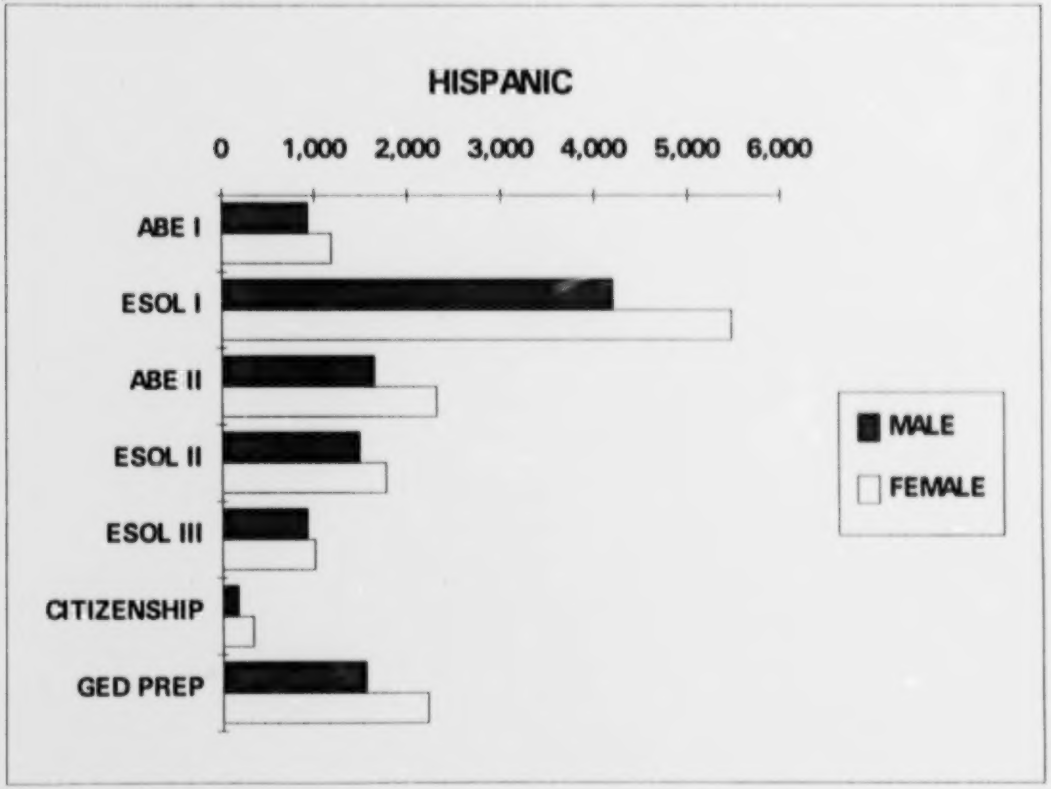


ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
ETHNIC BREAKDOWN

TABLE 1, CHART 4
HISPANIC

	MALE	FEMALE
ABE I	936	1,189
ESOL I	4,200	5,471
ABE II	1,647	2,311
ESOL II	1,484	1,771
ESOL III	921	1,005
CITIZENSHIP	174	338
GED PREP	1,548	2,212
Total	10,910	14,297

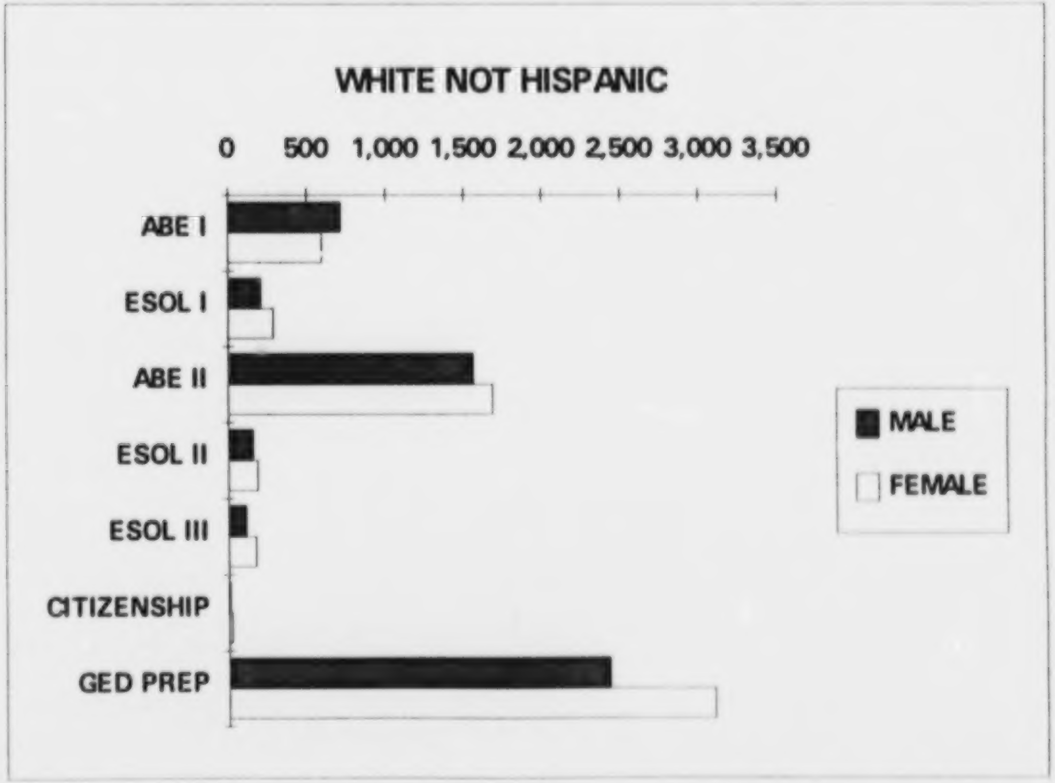


ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
ETHNIC BREAKDOWN

TABLE 1, CHART 5
WHITE NOT HISPANIC

	MALE	FEMALE
ABE I	720	599
ESOL I	209	291
ABE II	1,562	1,687
ESOL II	158	187
ESOL III	113	176
CITIZENSHIP	11	24
GED PREP	2,435	3,105
Total	5,208	6,069

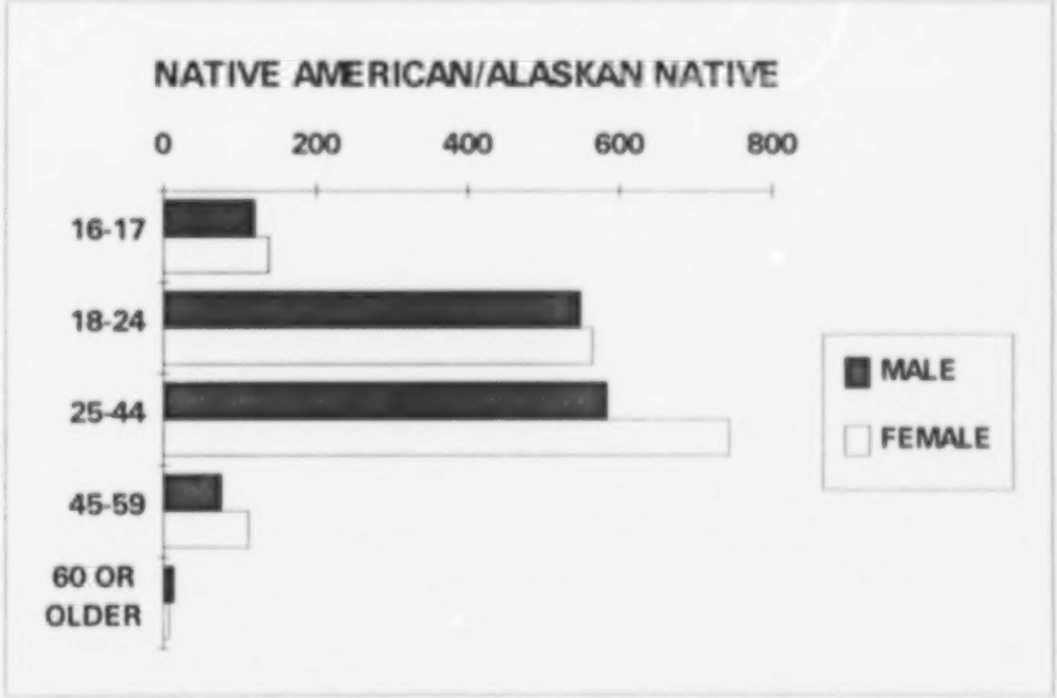


ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
BREAKDOWN BY AGE

TABLE 2, CHART 1
AMERICAN INDIAN/ALASKAN NATIVE

	MALE	FEMALE
16 - 17	120	138
18 - 24	549	565
25 - 44	584	744
45 - 59	76	112
60 or Older	14	8
Total	1,343	1,567

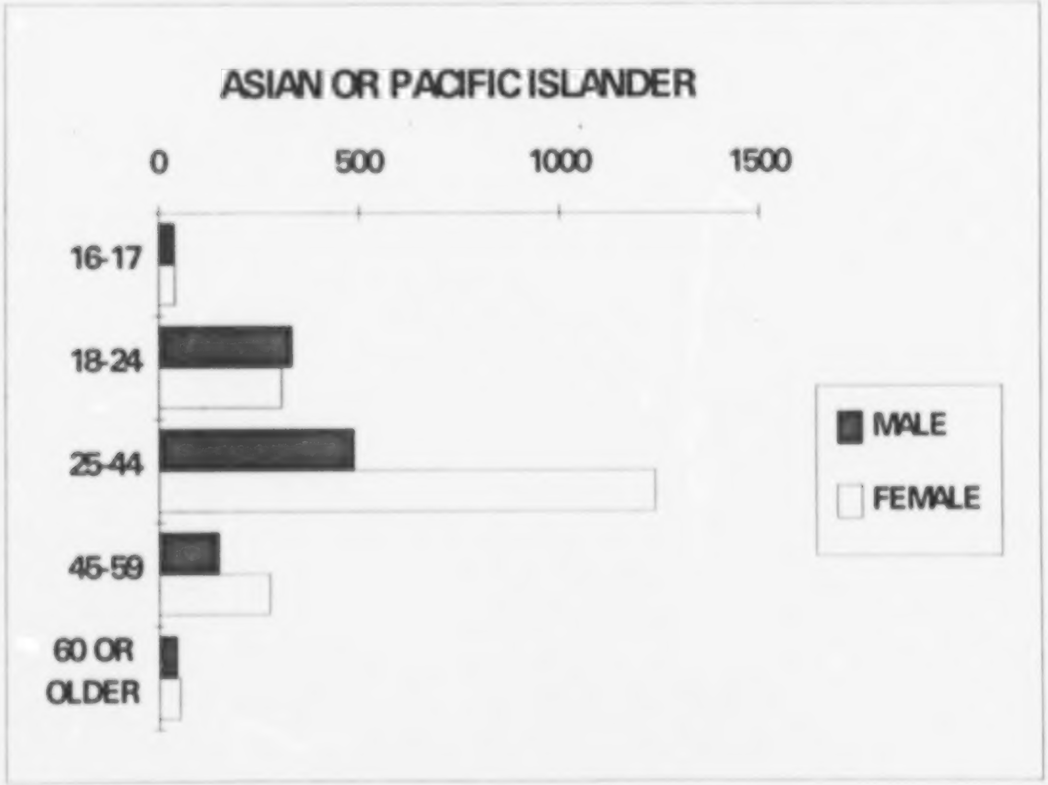


ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
BREAKDOWN BY AGE

TABLE 2, CHART 2
ASIAN OR PACIFIC ISLANDER

	MALE	FEMALE
16 - 17	40	42
18 - 24	333	308
25 - 44	487	1,239
45 - 59	150	277
60 or Older	45	53
Total	1,055	1,919

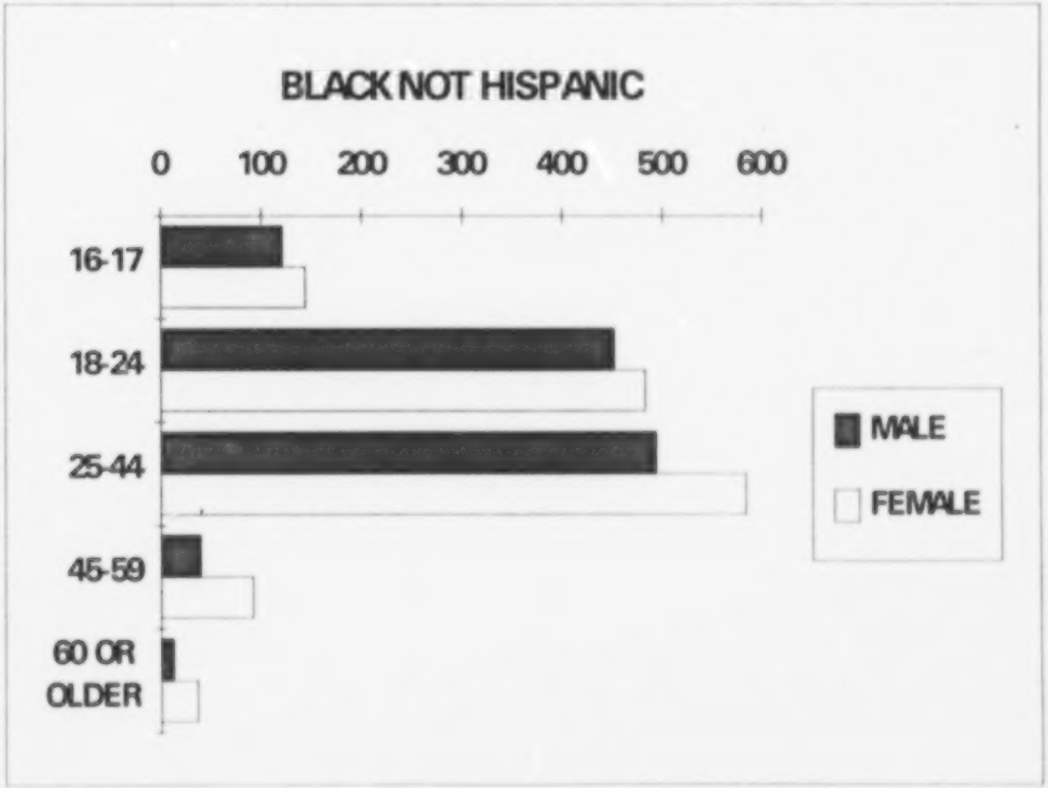


ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
BREAKDOWN BY AGE

TABLE 2, CHART 3
BLACK NOT HISPANIC

	MALE	FEMALE
16 - 17	121	144
18 - 24	452	483
25 - 44	494	584
45 - 59	40	92
60 or Older	13	37
Total	1,120	1,340

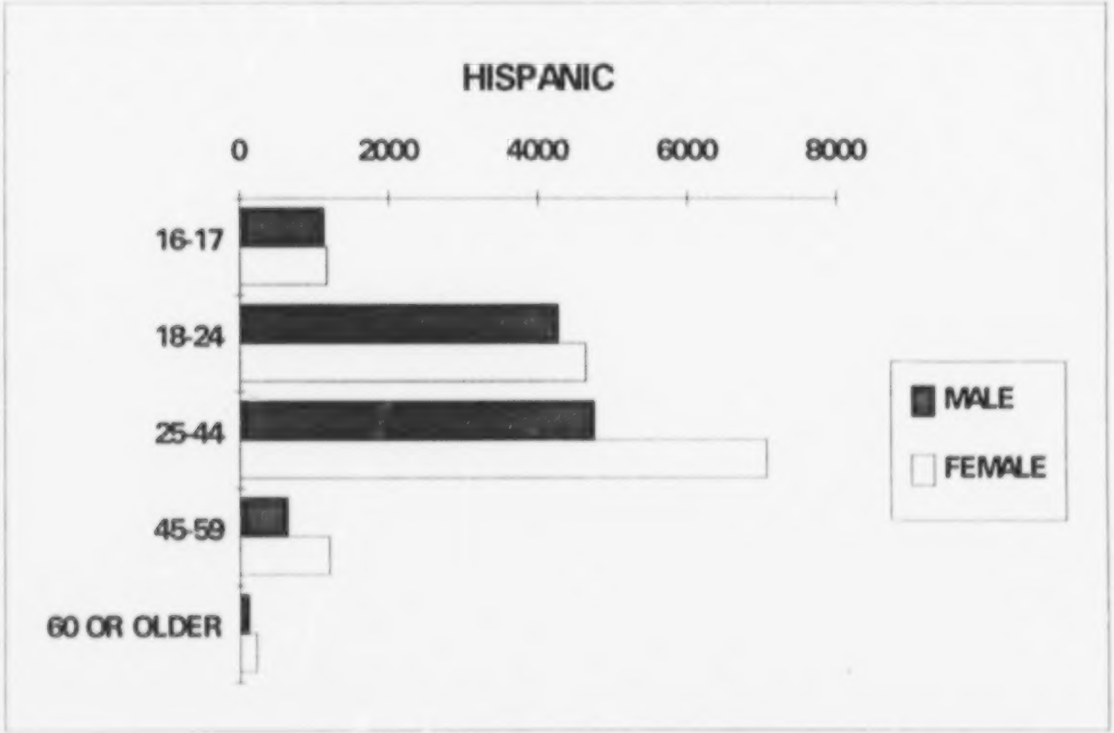


ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
BREAKDOWN BY AGE

TABLE 2, CHART 4
HISPANIC

	MALE	FEMALE
16 - 17	1,135	1,170
18 - 24	4,267	4,636
25 - 44	4,746	7,064
45 - 59	637	1,203
60 or Older	125	224
Total	10,910	14,297

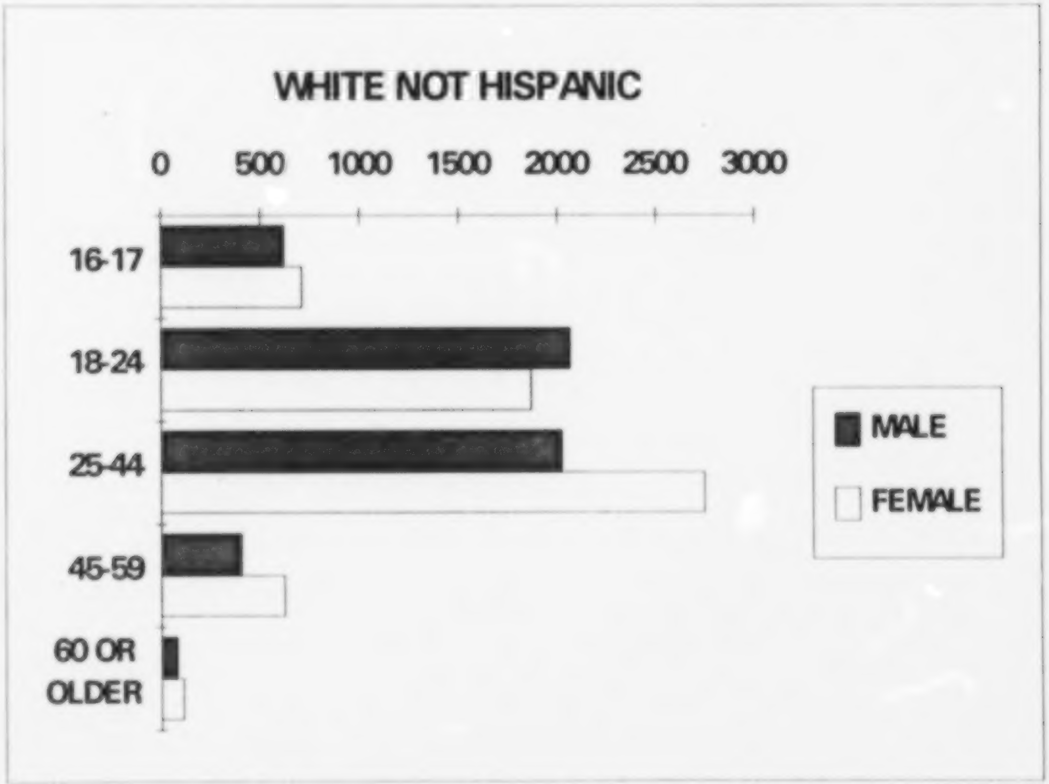


ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
BREAKDOWN BY AGE

TABLE 2, CHART 5
WHITE NOT HISPANIC

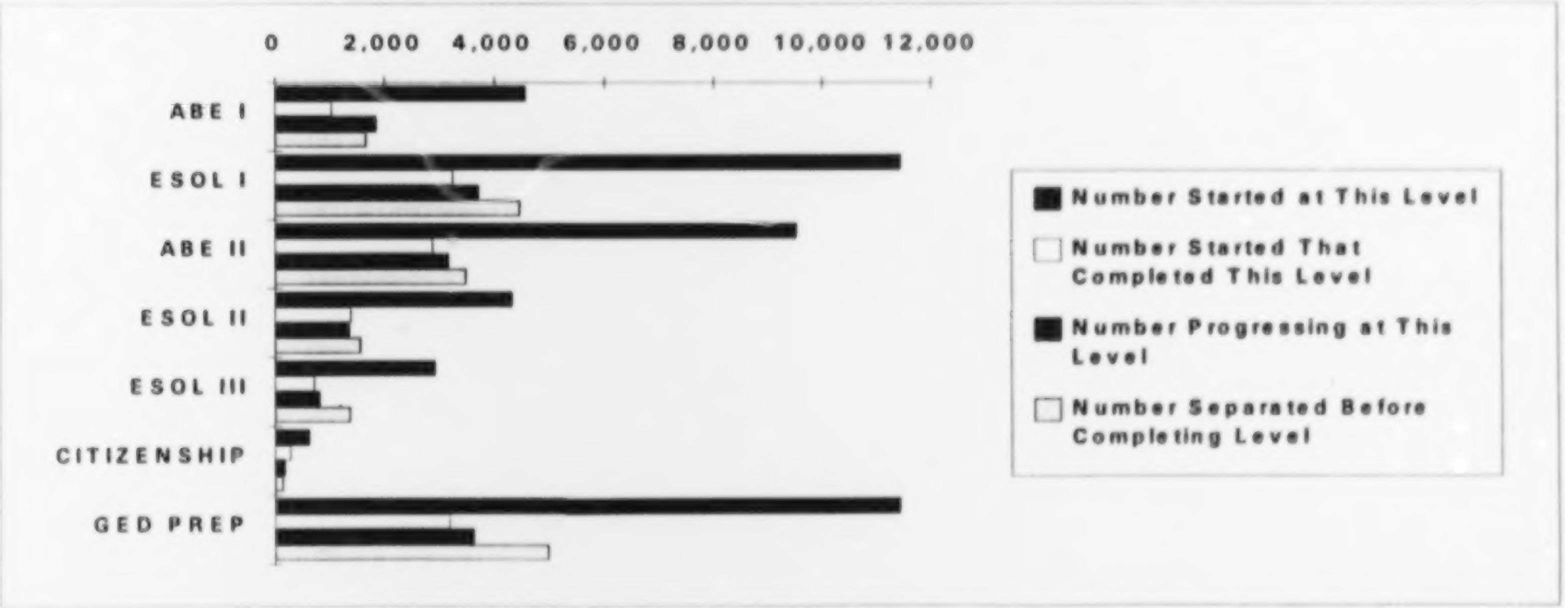
	MALE	FEMALE
16 - 17	625	713
18 - 24	2,069	1,870
25 - 44	2,024	2,747
45 - 59	407	623
60 or Older	83	116
Total	5,208	6,069



ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 3

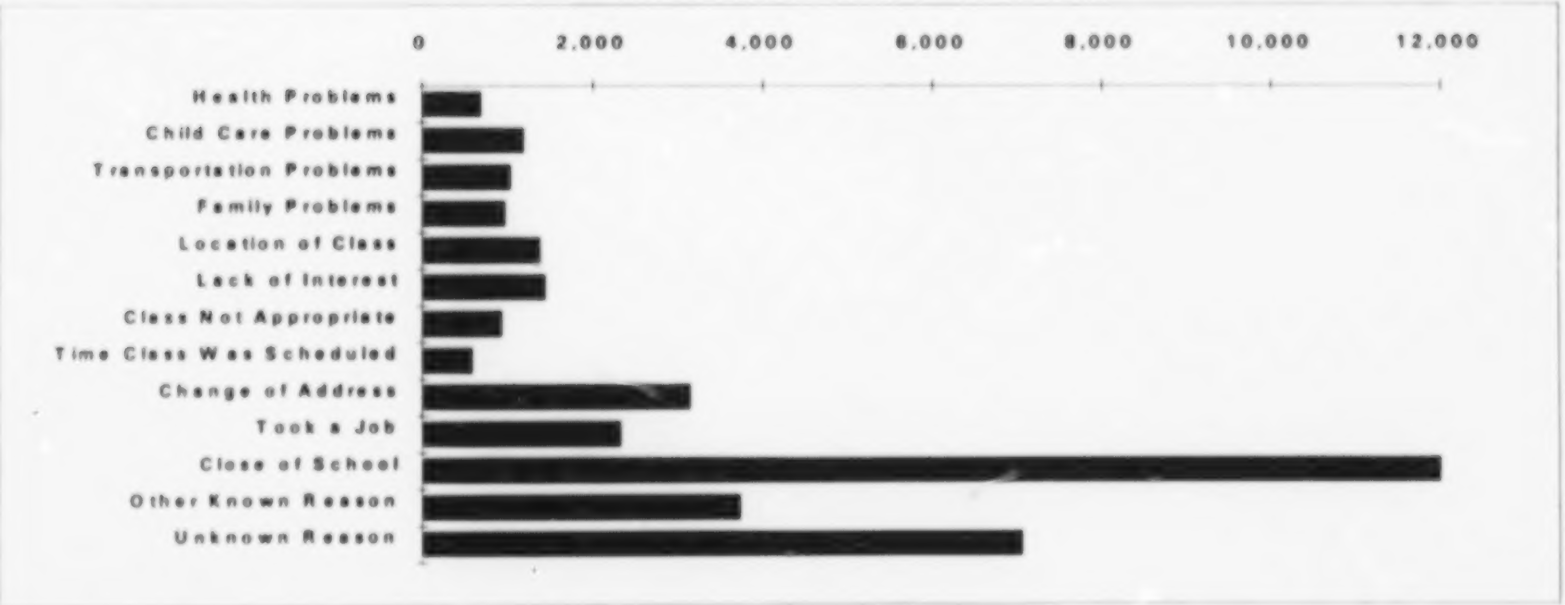
	Number Started at This Level	Number Started That Completed This Level	Number Progressing at This Level	Number Separated at This Level
ABE I	4,577	1,045	1,852	1,680
ESOL I	11,438	3,252	3,721	4,465
ABE II	9,523	2,877	3,164	3,482
ESOL II	4,316	1,394	1,355	1,567
ESOL III	2,923	721	822	1,380
Citizenship	627	286	186	155
GED PREP	11,424	3,188	3,263	4,973
Total	44,828	12,763	14,363	17,702



ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 4 - REASON FOR SEPARATION BEFORE COMPLETION

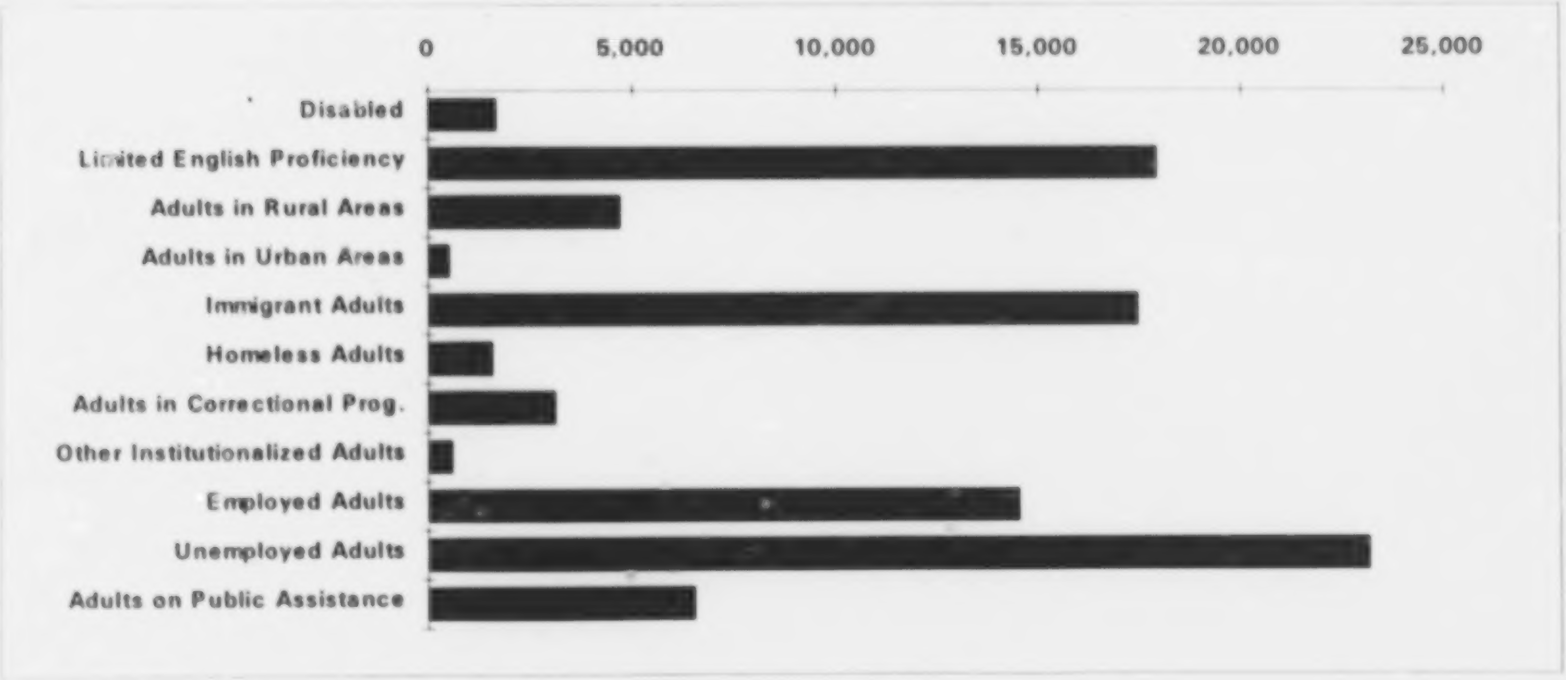
Health Problems	685
Child Care Problems	1,186
Transportation Problems	1,030
Family Problems	967
Location of Class	1,378
Lack of Interest	1,438
Class Not Appropriate for Student Needs	928
Time Class was Scheduled	580
Change of Address/Moved from Area	3,143
Took a Job	2,317
Close of School/Agency Year	11,994
Other Known Reason	3,726
Unknown Reason	7,054



ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 5 - STATUS OF PARTICIPANTS UPON ENTRY INTO PROGRAM

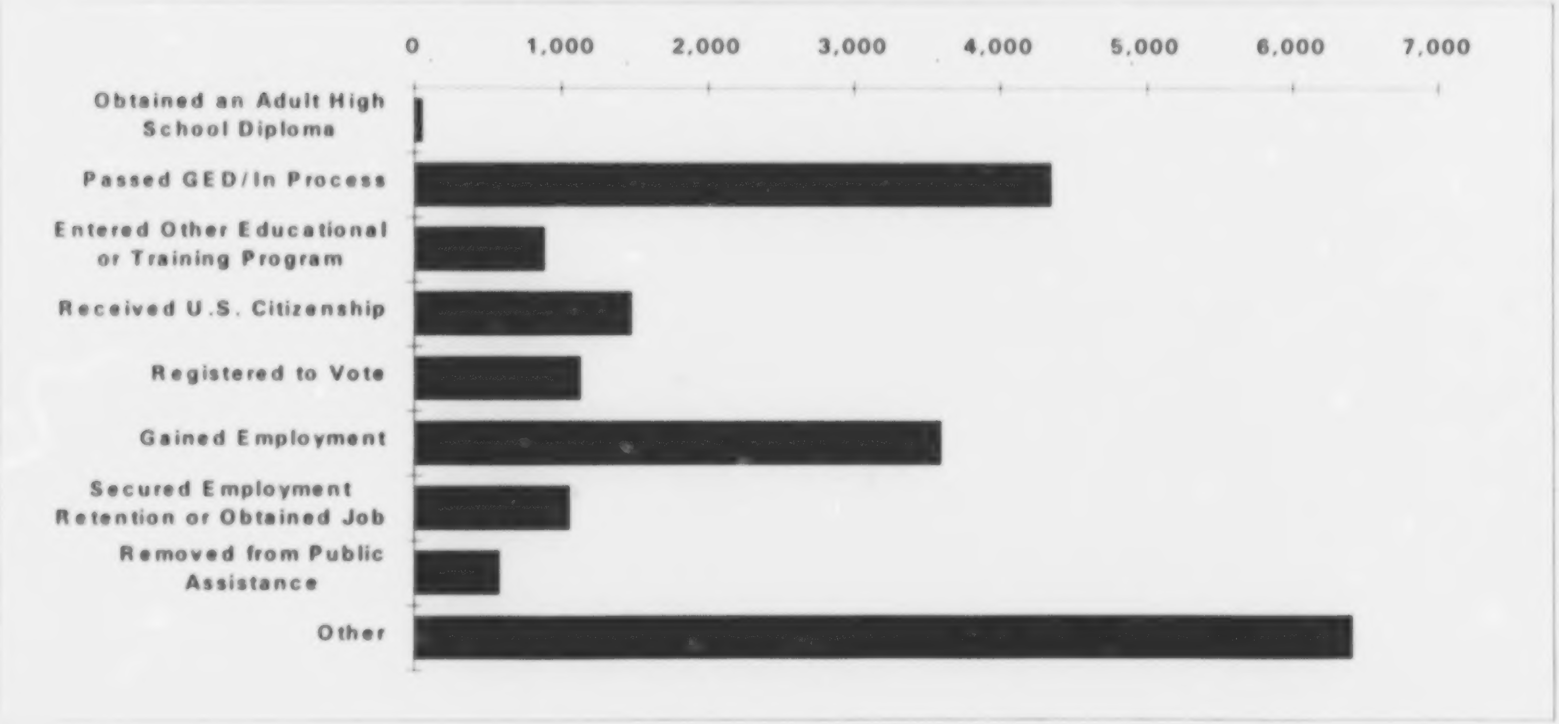
Disabled	1,673
Limited English Proficiency	17,935
Adults in Rural Areas	4,702
Adults in Urban Areas with High Unemployment	516
Immigrant Adults	17,464
Homeless Adults	1,568
Adults in Correctional Programs	3,115
Other Institutionalized Adults	598
Employed Adults	14,511
Unemployed Adults	23,157
Adults on Public Assistance	6,516



ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 6 - STUDENT GOALS ACHIEVED

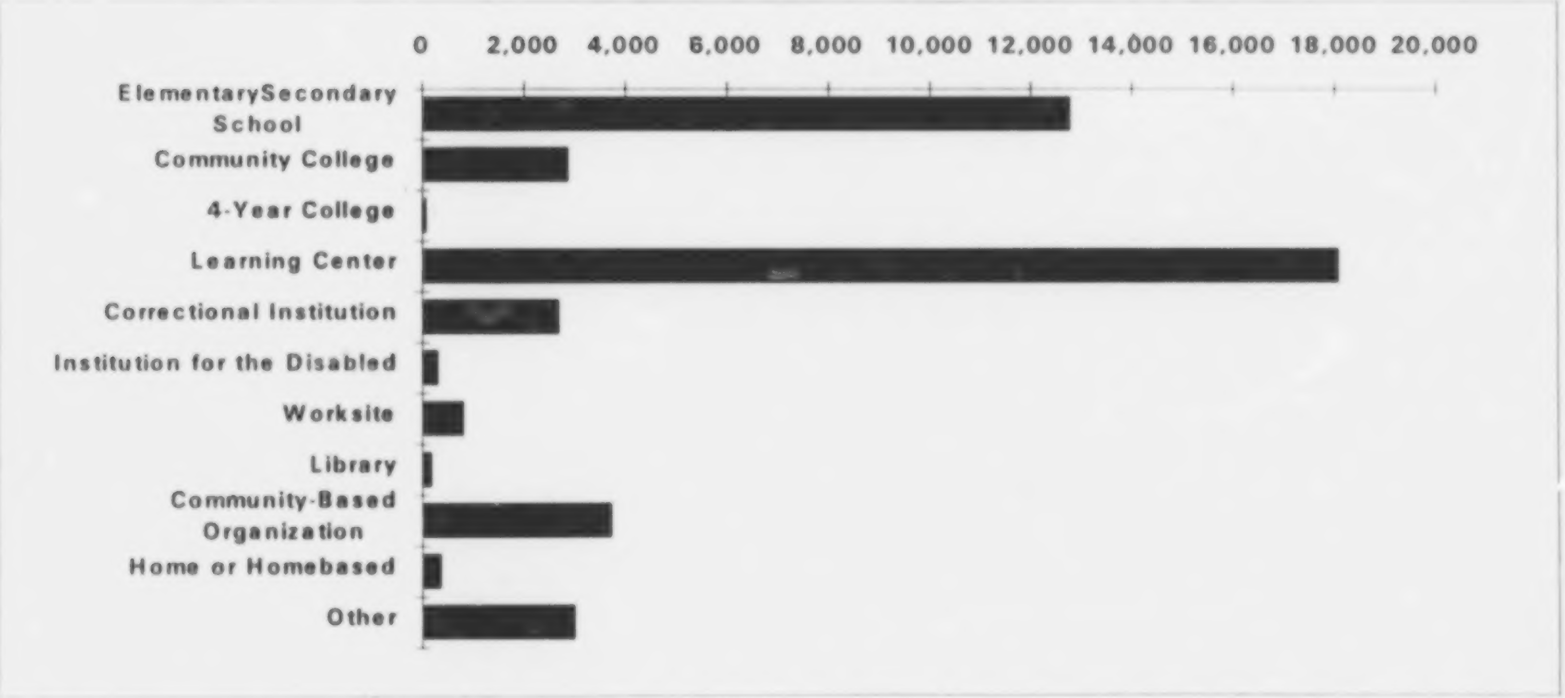
Obtained an Adult High School Diploma	54
Passed GED/In Process	4,347
Entered Other Educational or Training Program	879
Received U.S. Citizenship	1,475
Registered to Vote	1,124
Gained Employment	3,590
Secured Employment Retention or Obtained Job Advancement	1,050
Removed from Public Assistance	874
Other	6,407



ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 7, CHART 1 - LOCATION OF CLASS

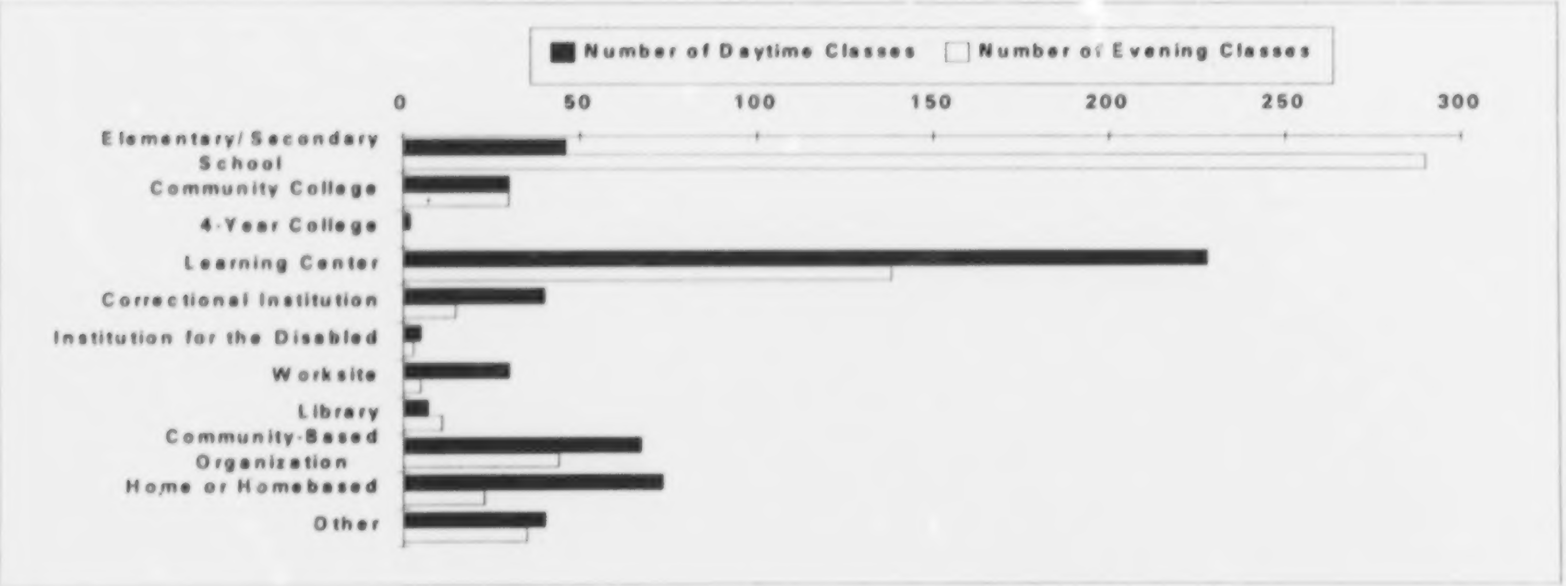
Elementary/Secondary School	12,781
Community College	2,859
4-Year College	83
Learning Center	18,069
Correctional Institution/Probation	2,679
Institution for the Disabled	302
Worksite	806
Library	178
Community Based Organization	3,720
Home or Homebased	360
Other	2,991



ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 7, CHART 2 - NUMBER OF DAYTIME/EVENING CLASSES BY LOCATION

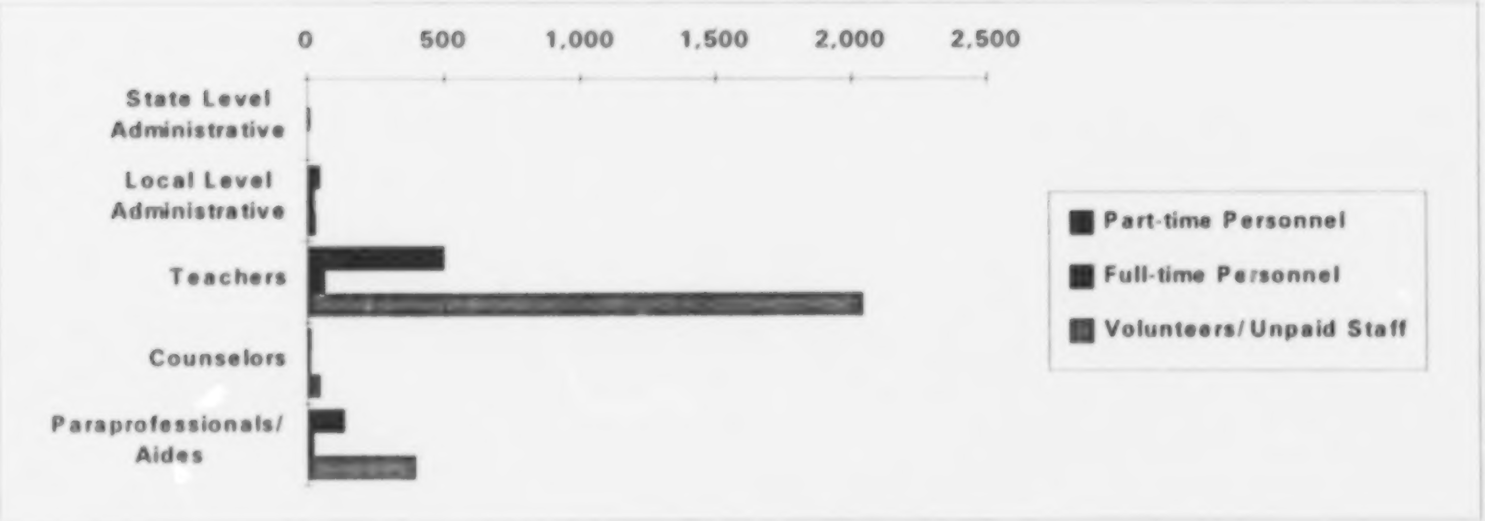
	Daytime Classes	Evening Classes
Elementary/Secondary School	46	290
Community College	30	30
4-Year College	2	0
Learning Center	228	138
Correctional Institution/Probation	40	15
Institution for the Disabled	5	3
Worksite	30	5
Library	7	11
Community Based Organization	67	44
Home or Homebased	73	23
Other	40	35



ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 8 - ADULT EDUCATION PERSONNEL

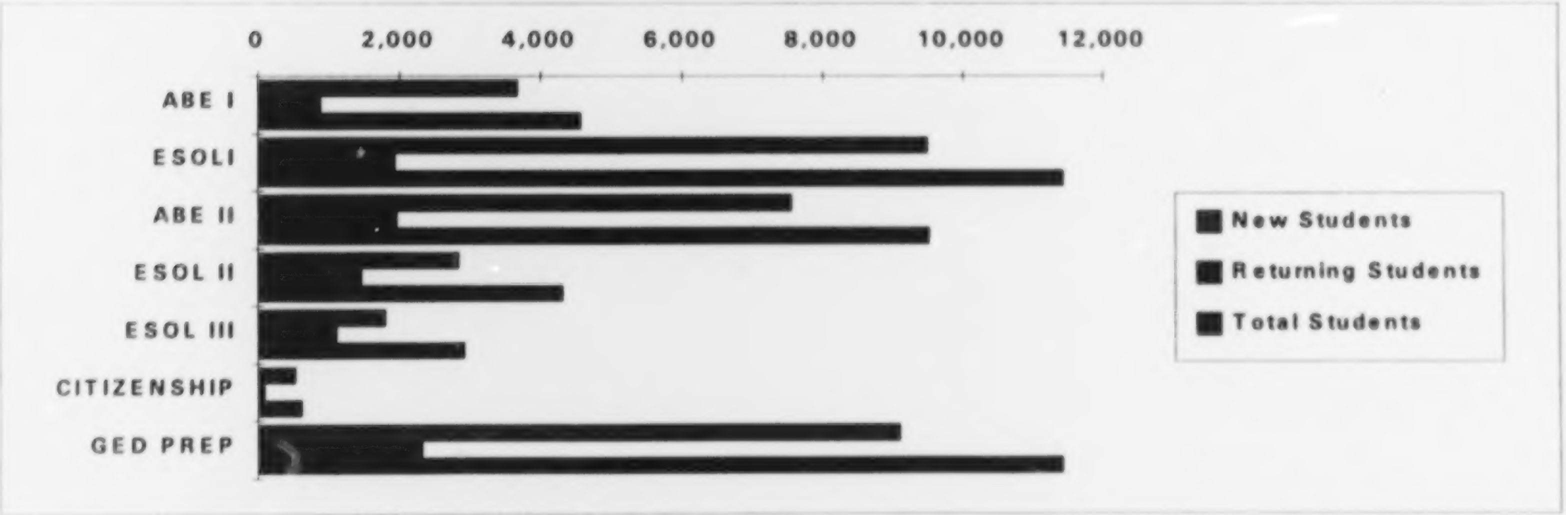
	Part-Time Personnel	Full-Time Personnel	Volunteers/ Unpaid Staff
State Level Administrative Supervisory and Ancillary Services	1	11	0
Local Level Administrative Supervisory and Ancillary Services	47	25	28
Teachers	499	62	2,040
Counselors	13	9	43
Paraprofessionals/Aides	133	21	392



ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

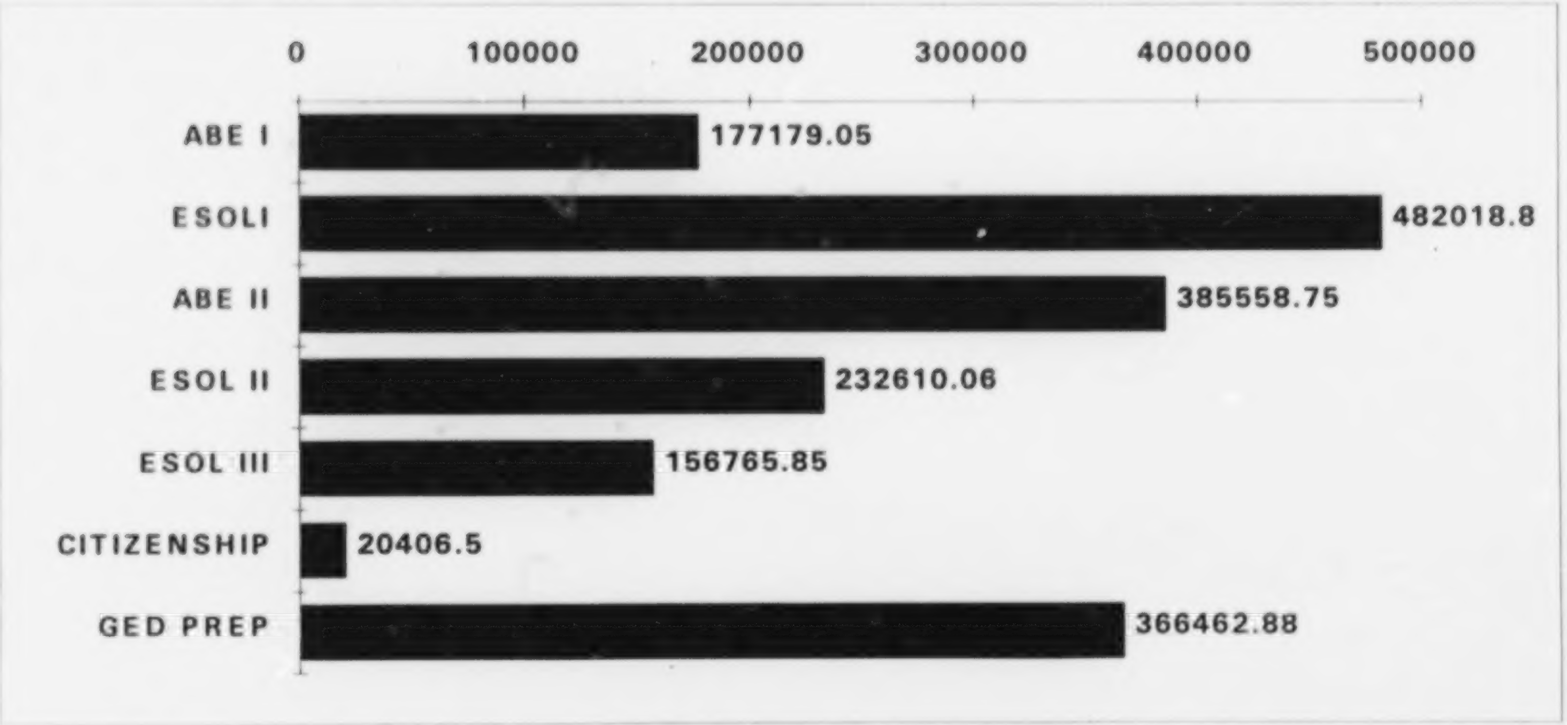
STUDENT DATA REPORT
TABLE 9, CHART 1 - NEW/RETURNING AND TOTAL STUDENTS BY CLASS TYPE

	New Students	Returning Students	Total Students
ABE I	3,679	898	4,577
ESOL I	9,494	1,944	11,438
ABE II	7,556	1,967	9,523
ESOL II	2,848	1,468	4,316
ESOL III	1,807	1,116	2,923
CITIZENSHIP	530	97	627
GED PREP	9,092	2,332	11,424
Total	35,006	9,822	44,828



ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 9, CHART 2 - TOTAL STUDENT HOURS BY CLASS TYPE



PART TWO:

THE NARRATIVE

ARIZONA ADULT EDUCATION
ANNUAL PERFORMANCE REPORT

FISCAL YEAR 1993

INTRODUCTION

Arizona has been involved in providing adult education since the early 1920's. Since 1965, the Division of Adult Education has been providing Adult Basic Education (ABE), General Educational Development (GED) preparation, English for Speakers of Other Languages (ESOL) programs, Citizenship classes and GED Testing.

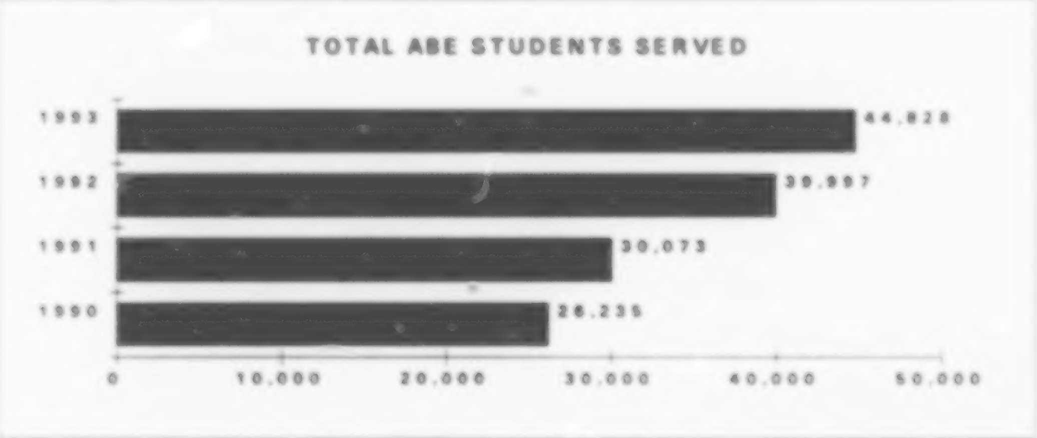
The mission of Arizona Adult Education, as approved by the State Board of Education is:

> "Arizona Adult Education Programs will assure that adults have equal access to quality education opportunities and support services that address the unique needs of individuals, families and communities so that they may acquire the knowledge and skills they need for more effective and active participation in society."

The five goals of the Arizona State plan will be discussed separately. Successful activities, programs and projects will be outlined that apply to each goal. In addition to successful efforts, slippages where little or no progress has been shown will be discussed. Recommendations to improve progress towards goals will be presented where appropriate.

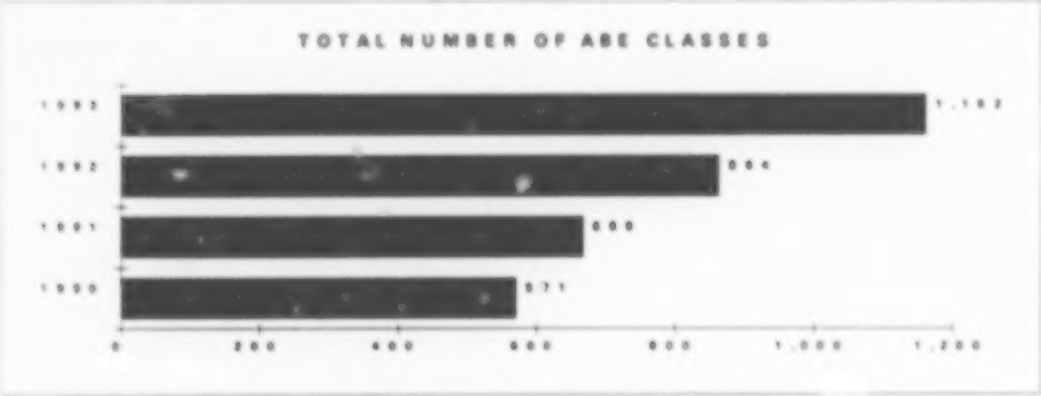
GOAL #1: IMPROVE PROGRAM ACCESS TO CLIENTS

Forty-four thousand eight hundred twenty-eight basic education students were served during FY 1993. This is an increase of 12% over FY 1992.

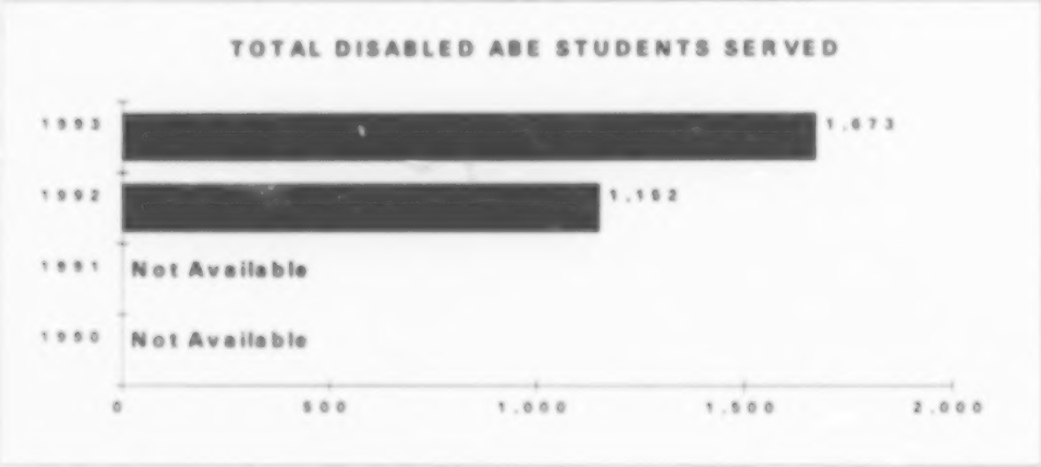


Twenty-one local school districts, two county school districts, ten community colleges, one university, and sixteen community based organizations were involved in serving adult education clients. See Exhibit A. In FY 1993, 1,162 classes were offered. This was an increase of 34%.

The sites are located in various community settings including elementary schools, junior high schools, high schools, colleges, community centers, libraries, business and industry sites, jails, shopping centers, shelters for the homeless, Indian reservations and agency offices.



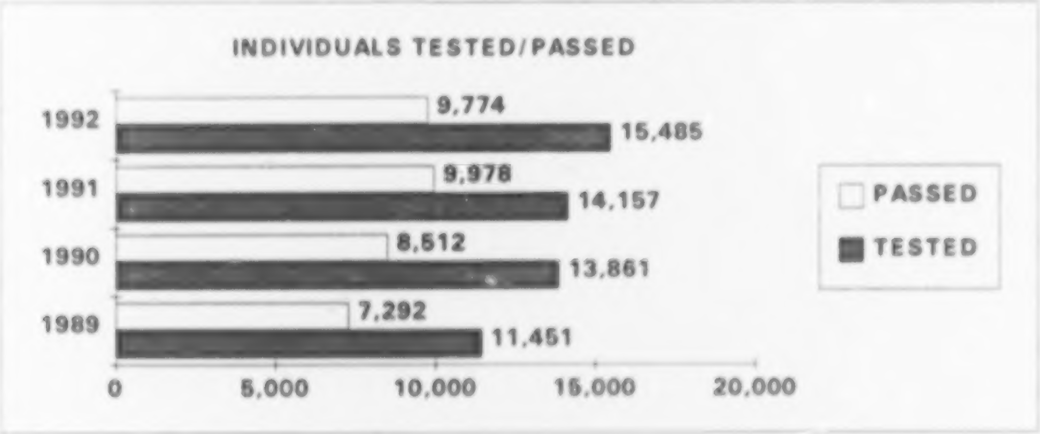
Fifty-seven projects were funded representing an increase of 10% over 1992. Effort was made throughout the state to make each site and classroom accessible to those who were physically or mentally challenged. One thousand six hundred seventy-three were served who met the definition of disabled.



Following is a list of the major components of the program and some successful efforts accomplished in each component.

General Educational Development Testing

As of December 31, 1992, 15,485 adults made application and took the General Educational Development exam with 9,774 passing the exam. All were awarded the Arizona High School Equivalency Certificate.



INDIVIDUALS TESTED/PASSED

- The fee structure was increased to provide monies for local testing center operational costs.
- Many scholarships and tuition waivers were made available to examinees who were unable to afford the testing fee.
- Marketing efforts were promoted throughout the state via newspapers, television, radio and printed materials.
- The annual GED Handbook was made available to secondary and post-secondary personnel, library staff, instructional sites and to interested individuals.
- Success stories were printed in local newspapers and bulletins.
- Testing schedules were expanded to include evening and weekend testing. Transportation addendums were issued to allow examinees to test at work sites and in close proximity to their residences.

Adult Education for Homeless Persons

- A Stewart B. McKinney Act Grant was awarded for $297,500 for FY 1993 with additional funds for FY 1994 and 1995.
- The most significant accomplishment was the National Conference on Education for Homeless Adults held February 28-March 3, 1993 for 200 participants. See Exhibit B.
- A homeless education project coordinator/ Education Specialist was hired.

- Four local providers with multiple sites were funded to carry services to the four major population areas of the state. See Exhibit C. All local programs are in consensus on the critical elements of successful intervention and education. Local program staffs work cooperatively to assess homeless student needs, design IEPs, develop and implement activities to meet their grant objectives, evaluate students' progress and report to the Homeless Education program specialist/project coordinator as required.

- Nine hundred twenty-two homeless clients were served in FY 1992. In addition, from January 1 - June 30, 1993 the ADE/Adult Education Division facilitated the provision of literacy training, basic skills remediation, and life skills enhancement to 785 homeless adults in the four state projects. See Exhibit D.

- Bus tokens were provided to clients for access to attendance centers.

- Services were provided in shelters, rehabilitation facilities, Salvation Army locations, etc.

- GED testing fees were paid for examinees.

- Convenient, flexible hours of operation and continuous year round services were provided.

- Strategies to promote inter and intra collaboration and cooperation among agencies serving the same population are being initiated. See Exhibit E.

- Contributions to National efforts to end the cycle of homelessness. See Exhibit F.

- Mechanisms are in place to provide a well coordinated system that is accessible to homeless persons and has the flexibility to meet multiple needs.

- An external evaluator was hired, per federal funding requirement, to assess outcomes for the participants and the project.

Jobs Opportunities and Basic Skills

- Services were extended to include eleven providers who operated thirteen sites. See Exhibit G.

- Each site continues to provide twenty hours of instruction for twenty client slots.

- Ninety percent of the sites were operating in over-fill capacity by January of 1992.

- Communication was greatly improved between the Department of Economic Security case managers and Adult Education site directors which aided in keeping sites filled to capacity.

- Nine new sites were identified for operation in the coming year. This effort will extend the services to many more of the state's eligible clients.

- A new Interagency Services Agreement was signed with the Department of Economic Security. The new agreement is based on a fee for services and will allow local providers to expand their instructional programs during 1993 and succeeding years.

Pima County Adult Education Program

- The largest program in the state, Pima County Adult Education increased its enrollment from 8,432 in 1992 to 9,696 in 1993 a 15% increase.
- This program was awarded the U. S. DEPARTMENT OF EDUCATION SECRETARY'S AWARD FOR THE OUTSTANDING ADULT EDUCATION AND LITERACY PROGRAM. See Exhibit H.
- This program serves as a catalyst and model for other programs in the state and is a major contributor of ideas for improved access to clients.

GOAL #2: IMPROVE ACCOUNTABILITY

All providers who have access to computers are now generating programmatic data via their computers and partially eliminating the opportunity for human error. Data is transferred to the state agency by disc and hard copy and is then checked by clerical personnel and administrators for accuracy. The computer system is being fine tuned to eliminate duplicate counts. The amount of data collected has been reviewed and considerably reduced to reflect the actual requirements of federal and state agencies and to allow more time for program improvement.

The Quality Indicators were approved by the state board of education and are in place for the 1994 fiscal year. See Exhibit I.

Eighteen provider visits involving twenty-one sites were made during the year. Many sites were visited and monitored more than once during the year. All providers were contacted by telephone numerous times during the year. The most frequent elements of discussion were data collection, teacher certification, instructional planning, staff development, administration, linkages, funding sources and fiscal responsibility. Major elements of each program that were considered in our review process were: Administration, Planning, Facilities, Instruction, Staff Development, Community Involvement, Public Relations, Evaluation and Student Services.

Interim and final reports are required of each project. All reports are read by the director of the division and follow-up is done either by phone, personal or team visits.

Progress has been made to improve the competitive system of funding. Each project is reviewed by a committee of field and department personnel, the projects are checked for compliance, then ranked and recommended for approval based on need and the amount of monies available. The requests for funding exceeded the available funds by nearly one million dollars this year.

A research analyst position was established to provide an accurate and timely statistical reporting system to include monthly and annual reports.

The GED testing program now has a fully computerized data system of student records. Action on these records is cross referenced by social security numbers and names. This enables staff to research files quickly and with fewer errors.

A GED procedural manual was written to enable staff to learn and to share job duties. The cross training is a great learning tool for new employees and is revised monthly. A mobile examiner was contracted to work with examiners statewide for the purpose of evaluation and technical assistance. Technical review forms for the GED testing program were computerized and are on file as working documents. Forty of our forty-two testing sites were visited and monitored.

In the Homeless Education projects, portfolios are kept on clients that commit to a minimum of ten instructional hours. Sign in sheets are required for every client.

GOAL #3: IMPROVE QUALITY AND RESPONSIVENESS

Progress to improve quality and responsiveness include but are not limited to the following:

An Institute for all local directors was held in the fall of 1992. A program agenda is shown in Exhibit I.

A second Institute for all local directors was held in the spring of 1993. A program agenda is shown in Exhibit K.

The purpose of these two Institutes was to seek input for program improvement, to study together with local personnel the needs of the state population and to plan how to best serve those needs in the current and succeeding years. At the second Institute a draft of the Quality Indictors was produced. A number of follow-up sessions were used to produce the final Indicators which were presented to the State Board of Education for approval on July 20, 1993.

The Staff Development Consortium which was formed in 1988 and which represents a statewide network of staff development representatives was continued in 1993. Each representative is responsible for staff development in one of nine regions in the state. Exhibit L shows a breakdown of the regions. This arrangement allows for the delivery of program improvement techniques often on a one-to-one basis in an accelerated model that we would never be able to duplicate with state staff.

STAR, a project which encourages teachers to share ideas and strategies was continued. This project empowers teachers to have real influence on program improvement and staff development.

An important step was taken in 1993 to expand the existing Resource Center effort already existing in the state with application and approval of funds through the governor's office. A news release announcing this effort is shown in Exhibit M.

An Institute for GED Examiners was held in the Fall of 1992. A program agenda is shown in Exhibit N. The Institute was held for the fourth year to in-service chief examiners on current policies and procedures. This Institute serves as a frequently copied model for other states.

Facilities were monitored to ensure that they continue to meet required standards. Technical assistance was provided for newly approved sites and testing centers. Attention was given to providing special testing accommodations, with qualified personnel and classroom facilities for individuals with physical or learning disabilities.

A Native American Curriculum Development Advisory Team was initiated to assist the state coordinator for the homeless project in choosing lesson plans which represent Native American values, attitudes, behaviors, and educational considerations indigenous to adult learners. This curricula will be field tested in all programs.

A significant event was the National Conference on Education for Homeless Adults where model practices were shared.

An ongoing effort to be responsive to the needs of the field is illustrated in the Department policy to return all incoming Hotline calls within 15 minutes. A toll-free 1-800 in-state number is maintained for this purpose.

GOAL #4: IMPROVE PLANNING AND COORDINATION

When a need is identified either by state staff or others, input is sought from all available sources. Frequent planning sessions are scheduled with key personnel and concensus is reached before major action is initiated.

Some examples of such planning and coordination are:

- The expansion of the Arizona Adult Literacy and Technology Resource Center.
- Interagency Service Agreements for:
  - a. JOBS
  - b. Skills Enhancement
- A statewide effort to aid in the struggle to end homelessness via the Arizona Coalition Against Homelessness.
- Family Literacy program expansion.
- The Learn Consortium, a computer assisted instructional program.
- The initiative with the statewide library system to combat illiteracy.
- Local provider input in planning and coordination efforts.
- Visitation of GED examiners to instructional sites and vice versa.
- Distribution of handbooks and manuals to appropriate agencies.
- The Fall and Spring Directors' Institutes.
- The Annual GED Examiners' Institute.
- The National Homeless Conference.
- The statewide Staff Development Consortium.
- Initiatives to address Americans with Disabilities Act.
- The Native American Focus Group.

The general philosophy of the Division is for maximum involvement, ownership, partnership and coordination on all efforts.

GOAL #5: IMPROVE GENERAL EDUCATIONAL DEVELOPMENT (GED)

The Arizona GED Testing program is recognized as a model for other states and territories. Testing standards are set by GEDTS in Washington, D.C., the State Board of Education and the Arizona State Legislature.

A prime example of our exemplary GED Testing Program is the Annual GED Examiners Institute, which originated in Arizona and is being replicated in other states with frequent input by the Arizona GED administrator.

Testing efforts have been increased to better serve incarcerated and probationary adults. Additional staff has been hired to do site testing in juvenile and women's minimum security facilities. Tests are transported to PAL Labs on a regular basis.

Efforts are being made in the instructional program to improve the passing rate of GED examinees. Communication between examiners and the state administrator's office are frequent and varied. A newsletter, "The Arizona GED Examiners Chronicle" is published regularly and is well received. Exhibit O is a sample of the chronicle.

PROGRAM ASSESSMENT

Methodology

Stringent guidelines for evaluation of state funded programs have been established. The process begins with the application process and continues through monitoring and evaluation efforts.

Application Process

Potential grantees are required to made a personal presentation of their proposals to a technical review committee comprised of peers and state office personnel. Topics cover: program goals and objectives, curriculum, targeted populations, staff development and local procedures for evaluation. Projects that are in compliance with all guidelines are then recommended for funding based on the composite scores of the committee members. A Technical Review Form is shown in Exhibit P.

Specific Measures

After the project is funded, a formal site visit or telephone conference is scheduled and a review report is completed. Any areas needing immediate improvement are discussed and agreement of the action to be taken is negotiated.

As required by the National Literacy Act, twenty percent of the projects are evaluated each year. We actually exceed this requirement each year.

Surveys of present and former students and teachers are conducted each year and are used to guide local programs in their planning processes.

Standardized Testing

The local directors requested the State not adopt a standardized test such as the TABE or CASAS. Rather, the local providers are allowed to have the flexibility and control of choices of the assessment tool. The new quality indicators will aid us greatly in this respect.

Analysis and Results

Programmatic changes have been dynamic and are based on continuous monitoring and feedback on the results of evaluation. New ideas continue to be shared, field tested and either used or revised according to their merit. Efforts continue to be made to seek out results of national studies and to incorporate promising practices into our programs wherever feasible and possible.

Evaluative studies have recently been made in the following areas:

- Comparative cost of instructional materials.

- Intake and attendance procedures for each project.
- Cost of computer assisted instruction compared to traditional instructional methods.
- Tracking high school dropouts via GED records.

The findings of these studies are and will be used in planning present and future efforts.

Efforts are also being made to clearly identify the measures we will use to support our Indicators of Program Quality.

GATEWAY GRANTS

Provisions: National Literacy Act of 1991
Section 322 (a) (3) (A),

Federal Register, June 5, 1992
p. 24095, Section 461.30 (c) (1), and

Revised Arizona State Plan for Adult
Education (January 16, 1992), p. 8, item 4

The process for submitting, selecting, and funding "Gateway" applications was incorporated in the application for financial assistance procedures available to all eligible providers.

In fiscal year 1993, adults residing in public housing were served in the two principal metropolitan cities of Phoenix and Tucson.

In the core-city section of Phoenix there are five housing sites under the jurisdiction of the Neighborhood Improvement and Housing Department. These five sites have a population of 1776 families. The adult residents of the five sites were served by eight local providers. There were no housing center sites. Each center had access to the adult education learning centers/labs or satellite classrooms.

The instruction of housing authority residents in local provider facilities was cost effective.

In addition to provider sites, the Arizona Department of Education and the Arizona Department of Economic Security engaged in an Inter-Agency Service Agreement in FY93 for the purpose of providing adult education services to AFDC/welfare recipients. These classes were held in local provider sites and housing authority sites. Classes were established based on clients' zip codes.

Phoenix Metro Core City *

Housing Authority Sites	Families
Foothills	200
Henson	448
De Niza	375
Krohn	570
Osborn	184

* See Exhibit Q.

Phoenix Metro Core City Providers

1. Downtown Neighborhood Learning Center
2. Friendly House
3. Literacy Volunteers of Maricopa County
4. Lutheran Social Ministries
5. Wesley Community Center
6. Maricopa Adult Probation
7. Rio Salado Community College
8. Phoenix Union High School District

For FY94, the City of Phoenix has submitted an application to the Department of Housing and Urban Development (HUD) for funding transportation of housing authority residents to attend adult education classes.

In the central sector of Tucson the public housing authority is the Tucson Community Services Department. For the past fifteen years it has been the policy for scattered housing of public housing residents. There are 800 duplexes or single family houses scattered throughout the Tucson Community. The present housing project sites are dedicated for use by the elderly and disabled. The few housing projects that exist are: Tucson House (389 units), Martin Luther King (90 units) and Chesworth Landers (47 units).

In 1993, Pima County Adult Education provided a class in the Connie Chambers project (200 units). Ninety housing units are concentrated in the South Park Neighborhood. Pima County Adult Education served 281 adult students in the South Park project. The program also served 167 adults in four elementary schools in South Park.

City census data indicates 1,611 people are on public assistance and are living in some type of subsidized housing.

SUMMARY

In support of the mission of Arizona Adult Education, 60,000 plus adults were served during fiscal year 1993. One thousand one hundred and sixty-two ABE classes were carried out serving 44,828 basic education students, including 1,673 disabled students. Of 15,485 GED examinees, 9,774 passed.

Adult education services statewide continue to be student centered with flexible class times, time for individual attention, culturally sensitive instructors and support personnel and easy access to resources. Staff development is of paramount importance. There is a standard system for local programs to report to the SEA. For most adult students, especially those with specific needs, curriculum is focused around their goals. Teachers and other staff build on strengths. This is empowering to adult students who lack confidence in their abilities to attain academic goals. Life long learning is strongly encouraged.

For special populations, Arizona Adult Education services attempt to provide a well coordinated system to track students' progress and to assist individuals as they move from one set of services to another. Continuity and coordination among agencies and programs serving same populations is ongoing. Resources continue to be shared to reduce duplication of effort.

Expansion of services to welfare and public housed adults was significant. The U.S. Department of Education Secretary's Award was earned by one of the state's programs. Eight quality indicators were approved by the board of education and plans are under way to fully utilize the indicators for program improvement.

Sizeable increases in student enrollments continue to be recorded in adult education programs. As the overall number of enrollments has grown, so has the ability of programs to maintain quality instruction despite shrinking budgets due to funding decreases. This is significant given the open entry/open exit policy most programs follow. Adult learners often overcome severe obstacles to receive and complete instruction. Many suffer a broad range of academic, health, nutritional, economic, social, and family problems. Adult education offers linkages to community services which enable adult learners to realize their dreams for academic success.

New curricula and innovative instructional approaches have been developed, field tested and implemented in order to increase the relevance of instruction. Work site programs were offered to improve functional literacy and computing skill of employees. The effort to serve non-English speaking state residents continued to grow in 1993. Volunteer and paid staff were hired to meet the needs of this population. In addition, adult education programs have targeted public asistance recipients, handicapped persons, ex-offenders and learning disabled adults for services.

Staff development has been dynamic with the refinement of a statewide staff development consortium, expansion of the Arizona Adult Literacy and Technology Resource Center and frequent consistant efforts planned for practitioners at all levels of service delivery.

The application process has been expanded to include service delivery peers on the selection team.

Progress is evident in all observable aspects of the services to those who need adult basic education. Efforts are being made to improve linkages of services and funds at local and state levels.

This has been a very positive year, the stage is set for future improvement, and local and state staff seem committed to continuous improvement.

The forty-three GED testing centers realized another substantial growth in 1992 with a 9% increase in individuals taking the test. There was an increased emphasis placed on marketing the testing program through television, other media and by informational brochures.

Spanish testing in 1992 increased over the previous year by 40%. Examinees taking the Spanish version of the GED test now comprises over 21% of all testing in Arizona. Native Americans taking the test increased by 57% over the previous year. Some 2,750 probationary and institutionalized adults were tested this year in jails, county and state prisons and at juvenile correctional facilities.

Interaction between instructional sites and testing centers was conducted. GED preparation was encouraged and referrals were made.

Tuition waivers and scholarships were presented to examinees requesting assistance.

The data indicate that programs and the people in them are achieving the goals set forth in the Arizona State Plan for Adult Education. The majority of programs have reached a point of organizational stability in the services they provide.

The various literacy academic, testing, counseling, life skills and job preparation components of Arizona services to adults continue to promote progress to meet the National Education Goals for the 21st Century.

EXHIBIT A

1993 PROGRAM DIRECTORS' LIST

ARIZONA DEPARTMENT OF EDUCATION

ADULT EDUCATION DIVISION
PROJECT DIRECTORS' LIST FY 1993

Alphabetical Order by Project Name

Apache County School Superintendent
c/o P.O. Box 734
Eager, AZ 85925
Director: Mr. Karl Turley
Phone: 333-4515

Bisbee Unified School District #2
P.O. Drawer G
Bisbee, AZ 85603
Director: Mr. Leonard Suarez
Phone: 432-4181
FAX: 432-7622

Bureau of Indian Affairs-OIEP
Branch of Adult Education
Fort Defiance Agency
P.O. Box 110
Fort Defiance, AZ 86504-0110
Director: Mr. Stanley Kedelty
Contact Person: Mr. Charles E. Johnson
Phone: 729-5041 Ext. 282
FAX: 729-5041 Ext. 286

Camp Verde Adult Reading Program
P.O. Box 733
Camp Verde, AZ 86322
Director: Ms. Gwen Gunnell
Phone: (w) 567-3187 or (h) 567-9476

Central Arizona College - Pinal County Community College District
8470 North Overfield Road
Coolidge, AZ 85228
Director: Ms. Martha Honeycutt
Contact Person: Ms. Ronny Durbin
Phone: 426-4220
FAX: 426-4234

Chicanos Por La Causa
336 South Main Street
P.O. Box 517
Somerton, AZ 85350
Director: Ms. Ramona Jean Corrales
Phone: 627-2042
FAX: 627-3009

Chino Valley Literacy Program
P.O. Box 1322
Chino Valley, AZ 86323
Director: Mr. Francis Blake
Contact Person: Ms. Kay King
Phone: 636-5567

Cochise College
Route 1, Box 100
Douglas, AZ 85607
Director: Mr. Philip M. Stickney
Contact Person: Ms. Trudy Berry/364-0317
Phone: 364-7943
FAX: 364-0206

Douglas Unified District #27
Douglas Community School
1500 15th Street
Douglas, AZ 85607
Director: Mr. Jim Huddleston
Phone: 364-2822

Downtown Neighborhood Learning Center, Inc.
805 West Madison Street
Phoenix, AZ 85007
Director: Ms. Marcia Newman
Phone: 256-0784

Eastern Arizona College
Gila Pueblo Campus
P.O. Box 2820
Globe, AZ 85502
Director: Ms. Margo Bracamonte
Phone: 425-3151
FAX: 425-0554

Eastern Arizona College
600 Church Street
Thatcher, AZ 85552-0769
Director: Ms. Holly Pascoe
Contact Person: Dr. Ron Keith
Phone: 428-8261
FAX: 428-8462

Flagstaff Community Schools
Administrative Center
3285 East Sparrow
Flagstaff, AZ 86004
Director: Ms. Nora Townsend
Contact Person: Ms. Calleen Sweter
Phone: 527-6192
FAX: 527-6198

Ft. McDowell Mohave-Apache Indian Community
P.O. Box 17779
Fountain Hills, AZ 85269
Director: Ms. Priscella Smith
Contact Person: Ms. Martha Baxter/837-3620
Phone: 990-0995
FAX: 837-1630

Friendly House, Inc.
802 South First Avenue
P.O. Box 3695
Phoenix, AZ 85030
Director: Dr. Annemarie Pajewski
Contact Person: Mr. Robert E. Bill
Phone: 257-1870
FAX: 254-3135

Gilbert Public Schools
140 South Gilbert Road
Gilbert, AZ 85234
Director: Ms. Beverly Merrill
Phone: 892-0545 Ext. 231
FAX: 497-9456

Gila Literacy Program, Inc.
Miami Memorial Library
1052 Adonis Avenue
Miami, AZ 85539
Director: Ms. Lynn Carey
Contact Person: Ms. Mary Kostanski/425-7265
Phone: 473-2621
FAX: 473-2567

Glendale Adult Education
Gary Tang Adult Education Center
7301 North 58th Avenue
Glendale, AZ 85301
Director: Mr. Mark Branes
Contact Person: Ms. Vanda Aka
Phone: 842-8164/8175
FAX: 842-8154

Inter Tribal Council of Arizona, Inc.
4205 North 7th Avenue, Ste. 200
Phoenix, AZ 85013
Director: Ms. Sylvia Polacca
Phone: (602) 248-0071

Kayenta Unified School District
P.O. Box 1881
Kayenta, AZ 86033
Director: Mr. Louis Jumper
Phone: 697-3246
FAX: 697-8594

Lake Havasu Area Literacy Council
3260 Longview Drive
Lake Havasu, AZ 86403
Director: Ms. Suzanne G. Waldron
Phone: 453-2757

Literacy Volunteers of Maricopa County, Inc.
730 East Highland
Phoenix, AZ 85014
Director: Ms. Gaye Tolman
Phone: 274-3430

Lutheran Social Ministry of the Southwest
1124 North 3rd Street, Ste. I
Phoenix, AZ 85004
Director: Mr. Arden Dorn
Contact Persons: Ms. Agnes Lawson or
Ms. Dee Broeker
Phone: 258-7201
FAX: 258-7275

Maricopa County Adult Probation
Frank X. Gordon Literacy Center
245 North Centennial Way, #107
Mesa, AZ 85201
Director: Mr. Paul O'Connell
Contact Person: Mr. Mike McCarthy
Phone: (602) 461-4507
FAX: 464-6398

Mesa Public Schools
Student Services Center
1025 North Country Club Drive
Mesa, AZ 85201
Director: Mr. Jesus Cardona
Contact Person: Ms. Gayle Gibson
Phone: 649-2137
FAX: 649-2111

Mohave Community College Adult Education
1971 Jagerson Avenue
Kingman, AZ 86401
Director: Mr. John Wilson
Phone: 757-0886
FAX: 757-0836

Native Americans for Community Action, Inc.
2717 North Steves Blvd., Suite 11
Flagstaff, AZ 86004
Director: Ms. Joanne H. Stucjus
Phone: 526-2968
FAX: 526-0708

Navajo Community College
Chinle Community Campus
P.O. Box 1997
Chinle, AZ 86503
Director: Ms. Carletta Nez
Contact Person: Ms. Susie D. Salt
Phone: 674-3319
FAX: 674-8488

Nogales Unified School District #1
351 West Plum Street
Nogales, AZ 85621
Director: Mr. Joe R. Atencio
Phone: 281-2100
FAX: 287-3586

Northland Pioneer College
Adult Basic Education
P.O. Box 610
Holbrook, AZ 86047
Acting Director: Ms. Pat Wolf
Phone: 289-4633
FAX: 524-2124

Page Unified School District #8
P.O. Box 1927
Page, AZ 86040
Director: Mr. Steven Childs
Phone: 645-4127
FAX: 645-2805

Parker Unified School District #27
P.O. Box 1089
Parker, AZ 85344
Director: Ms. Johanna M. Bonds
Phone: 669-9881
FAX: 669-2515

Phoenix Indian Center, Inc.
2601 North 3rd Street, Ste. 100
Phoenix, AZ 85004-1144
Director: Ms. Sandra Wilks
Special Services Manager
Phone: 263-1017
FAX: 263-7822

Phoenix Union High School
Adult Basic Education
1900 West Thomas Road
Phoenix, AZ 85015
Coordinator: Mr. George Crenshaw
Contact Persons: Ms. Wilda Theobald
(ESOL, CIT)
Mr. Larry Ockenfels
(GED, ABE)
Phone: 271-2919
FAX: 271-2696

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Pima County Adult Education
130 West Congress, Rm. 540
Tucson, AZ 85701
Director: Mr. Greg Hart
Contact Person: Ms. Susana Mincks
Phone: 740-8695
FAX: 623-9308

PCAE/Tucson Area Literacy Coalition
130 West Congress, Rm. 540
Tucson, AZ 85701
Director: Mr. Greg Hart
Contact Person: Ms. Candace Verbrugghen
Phone: 740-8695/884-8688
FAX: 623-9308

Pima County Adult Probation
6390 East Broadway
Tucson, AZ 85710
Director: Ms. Gayle Siegel
Phone: (602) 745-6057/571-9540
FAX: 571-9228

Project Arts, Inc.
Adult Basic Education
815 North Central
Phoenix, AZ 85004
Director: Mr. Paul Del Bel
Contact Person: Kathleen Kister
Phone: 271-4404

Quartzsite Elementary School District #4
Ehrenbery Elementary School
P.O. Box 130
Ehrenberg, AZ 85334
Director: Ms. Christina J. Butler
Phone: 923-7900

Rio Salado Community College
640 North First Avenue
Phoenix, AZ 85003
(Includes: Avondale, Buckeye, Dysart, Paradise Valley, Peoria, Tolleson, Wilson, Scottsdale, Chandler, Glendale Community College)
Director: Ms. Karen L. Mills
Phone: 223-4280 info: 4287
FAX: 223-4329

Rough Rock Community Schools
Adult Education
Box 217
Chinle, AZ 86503
Director: Mr. Jerry B. Anderson
Phone: 728-3311
FAX: 728-3215

Sierra Vista Unified District #68
3555 Fry Boulevard
Sierra Vista, AZ 85635
Director: Mr. David Chaffin
Contact Person: Mr. Bradley Kingston
Phone: 458-4391 Ext. 311
FAX: 459-8008

Somerton Elementary District #11
P.O. Bin E
Somerton, AZ 85350
Interim Director: Ms. Judith Bobbitt
Phone: 627-8728
FAX: 627-8217

Superior Unified School District #15
199 Lobb Avenue
Superior, AZ 85273
Director: Mr. Patrick Lennan
Contact Person: Rosemary Sanchez
Phone: 689-5291
FAX: 495-1044

Tempe Elementary School District #3
P.O. Box 27708
Tempe, AZ 85282
Director: Mr. Michael Walsh
Contact Person: Ms. Liz Lopez
Phone: 839-7113
FAX: 839-7191

Tempe Union High School District #213
500 West Guadalupe Road
Tempe, AZ 85283
Director: Dr. Jean Paisley, Ph.D.
Contact Person: Mr. Bob Maldonado/963-5345
Phone: 839-0292 ext. 751
FAX: 345-0862

Tuba City Junior High School
P.O. Box 67
Tuba City, AZ 86045
Director: Ms. Harriett Sloan
Contact Person: Mr. Brett Agenbroad
Phone: 283-6281
FAX: 283-5105

Tucson Indian Center
131 East Broadway
P.O. Box 2307
Tucson, AZ 85702
Director: Mr. Bill Quiroga, Executive Director
Phone: (602) 884-7131

U of A - Fort Huachuca ABE
2500 East Fry Blvd., Ste. 5
Sierra Vista, AZ 85635
Director: Ms. Margaret A. Jenia
Phone: 458-8278
FAX: 629-0362

Verde Valley Literacy Program - Clarkdale
P.O. Box 865
Clarkdale, AZ 86324
Director: Mrs. Mary R. Nichol
Phone: 634-0013

Vi-IKAM Doag Industries
P.O. Box 887
Gila Bend, AZ 85337
Director: Mr. C. W. Elledge
Contact Person: Mr. Chuck Hormann/683-2913
Phone: 683-6321
FAX: 683-6323

Wesley Community Center
1300 South 10th Street
Phoenix, AZ 85034
Director: Mr. Pedro Denga
Phone: 252-5609

White Mountain Apache Tribe
Education Department
P.O. Box 999
Whiteriver, AZ 85941
Director: Mr. Wesley Bonito
Contact Person: Ms. Elena Antonio
Phone: 338-4490
FAX: 338-1183

Williams Adult Education
Williams Middle School
P.O. Box 427
Williams, AZ 86046
Director: Ms. Barbara Davis
Phone: 635-4428
FAX: 635-4767

Yavapai College
1100 East Sheldon
Prescott, AZ 86301
Director: Dr. Merrill Glustrom
Phone: 776-2088
FAX: 776-2077

Yuma County Library District
350 South Third Avenue
Yuma, AZ 85364
Director: Dr. Anna L. Martin
Phone: 342-1731 (Mon. - Wed.)
or 782-1871 (Library)
FAX: 782-9420 (Library)

Yuma Elementary School District #1
Adult Basic Education/GED
450 Sixth Street
Yuma, AZ 85364
Director: Mr. Manuel M. Rodriguez
Contact Person: Ms. Licha Jordanh
Phone: 783-2193 Ext. 305
FAX: 329-9586

EXHIBIT B

3RD ANNUAL NATIONAL CONFERENCE ON EDUCATION FOR HOMELESS PROGRAM

BEST COPY AVAILABLE

3rd Annual National Conference on Education for Homeless Adults

Pathways for Transition

February 28 - March 3, 1993
Phoenix, Arizona

Marco Antonio
G.F.

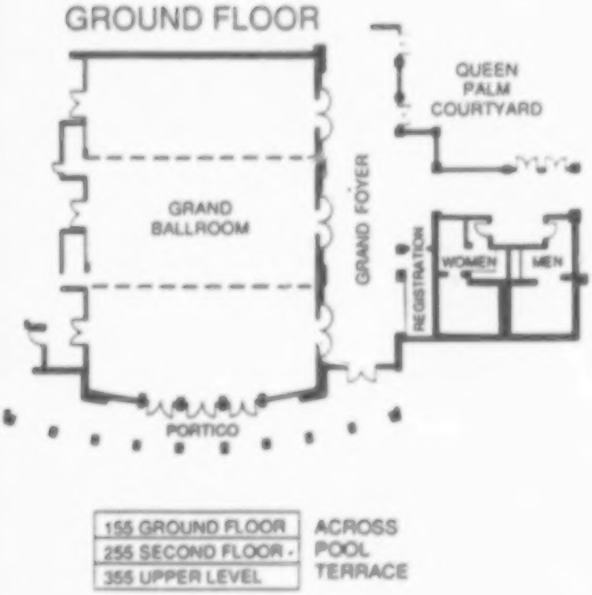
Sponsored by:

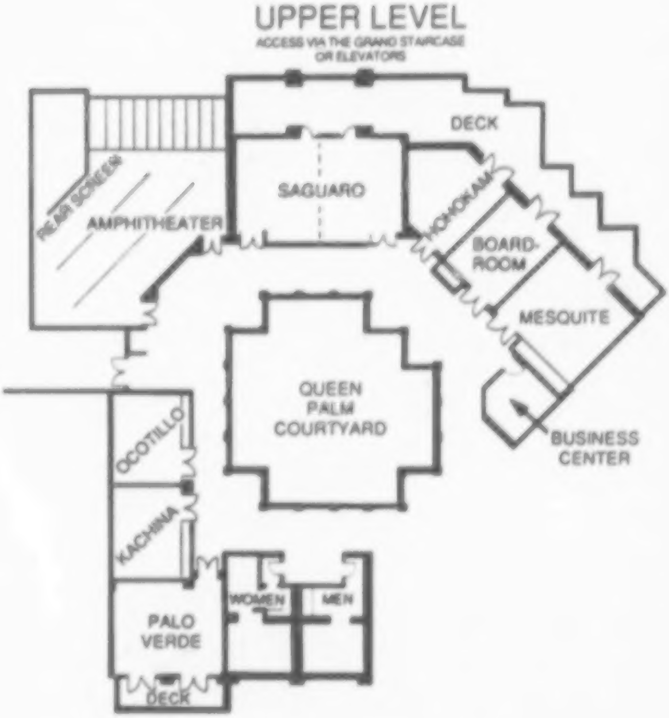
United States Department of Education
James Parker, National Coordinator, Adult Education for the Homeless

The Division of Adult Education, Arizona Department of Education
C. Diane Bishop, Superintendent of Public Instruction

Downtown Neighborhood Learning Center
Marcia R. Newman, Executive Director

The Phoenix Airport Hilton


GROUND FLOOR
QUEEN PALM COURTYARD
GRAND BALLROOM
GRAND FOYER
REGISTRATION
WOMEN
MEN
PORTICO
155 GROUND FLOOR
255 SECOND FLOOR
355 UPPER LEVEL
ACROSS POOL TERRACE


UPPER LEVEL
ACCESS VIA THE GRAND STAIRCASE OR ELEVATORS
DECK
SAGUARO
REAR SCREEN
AMPHITHEATER
HOHOKAM
BOARD-ROOM
MESQUITE
QUEEN PALM COURTYARD
BUSINESS CENTER
OCOTILLO
KACHINA
PALO VERDE
WOMEN
MEN
DECK

Conference Exhibitors

Contemporary Books
Rita Stout
2330 Yarrow St.
Lakewood, CO 80215
Phone: (303)232-8087
or (312)782-9181

Jostens Learning Corporation
Nancy Karsh
3479 N. Nandina Lane
Tucson, AZ 85712
Phone: (602) 881-7407
or (800) 422-4339 ext. 4403

New Century Education Company
Susie Traxler
41635 Echo Canyon Rd.
Cave Creek, AZ 85331
Phone: (602) 488-0892

Scott Forseman
Bruce Best
2902 West Curry
Chandler, AZ 85224
Phone: (602) 839-3188

Steck Vaughn Company
Lin Davis
10073 E. Calle de Cielo
Scottsdale, AZ 85258
Phone: (602) 860-6220

3rd Annual National Conference on Education for Homeless Adults

Steering Committee

Gary A. Eyre, Arizona
Marcia L. Hobson-Alderman, Arizona
Marcia R. Newman, Arizona
Jacquelyn M. Power, California
David Smith, Ohio
Michael Tate, Washington

John Garth, Arizona
Melissa Morrill, Washington D.C.
James Parker, Washington D.C.
Phyllis Rich, Nevada
Richard Stiles, California

Thank you also to Heather Taylor, Registration

Conference Theme

Pathways to Transition The dictionary defines transition as a "Change or passage from one condition... to another; linking". We in Adult Homeless Education provide for the gentle linking of our students from a barren existence to a reconnection with community and their own unlimited aspirations beyond.

The Conference Logo was designed by Marco Antonio Galaviz.

About the Artist

Mi nombre es Marco Antonio Galaviz. Yo soy de Chinotahueca Novojoa, Sonora, México. Yo estudié en el Downtown Neighborhood Learning Center para tomar mi GED y me siento muy contento de haberlo pasado. Deseo ir al colegio para estudiar deseño grafico.

My name is Marco Antonio Galaviz. I am a Mayo Indian from Chinotahueca Novojoa, Sonora, Mexico. I studied at the Downtown Neighborhood Learning Center to obtain my GED, and I feel very content to have passed it. I wish to go to college to study graphic design.

City of Phoenix
OFFICE OF THE MAYOR

Paul Johnson
Mayor

251 West Washington St
Phoenix, Arizona 85003
602 262 7111

February 28, 1993

Greetings:

On behalf of the City Council, please accept my warmest regards as you gather in Phoenix for your Third Annual National Conference.

For those of you who are visiting us for the first time, I hope you will take the time to look around this wonderful city. You will find, as many others have, that our restaurants, shopping opportunities, cultural events, and leisure time activities are second to none. I think you will see for yourselves why I am so proud of Phoenix.

Again, you have my very best wishes for a successful and enjoyable Conference.

Sincerely,

Paul Johnson
Mayor

PJ:msp

Arizona
Department of Education

C. DIANE BISHOP
Superintendent

February 28, 1993

Greetings:

As State Superintendent of Public Instruction, it is my pleasure to welcome you to Phoenix and the Grand Canyon State for the 1993 National Conference on Education for Homeless Adults.

Each of you is to be commended for your work with homeless adults and for participating in this meaningful and timely conference. The Arizona Department of Education is pleased to be a co-sponsor together with the Downtown Neighborhood Learning Center and the United States Department of Education.

Traditional programming approaches to literacy education may be inadequate when dealing with the complexities of homelessness. This conference will address that issue together with the trauma of homelessness and the difficult environment in which instruction takes place. The conference affords us an opportunity to develop a fresh approach to both literacy and program design.

Best wishes for a most rewarding and productive conference.

Sincerely,

Diane Bishop

C. Diane Bishop
Superintendent of Public Instruction

[illegible]

• 1535 West Jefferson, Phoenix, Arizona 85007 •
602-542-4361

1993 State Adult Education for the Homeless Program Coordinator's Meeting

AGENDA

Meetings Will Be Held in the Amphitheater

Sunday, February 28, 1993

1:30 - 2:00 pm	Registration	
2:00 - 3:00 pm	*Getting to Know You: Overview of New State AEH Projects*	Newly Funded State Project Coordinators
3:00 - 4:00 pm	*Pelavin Report: 1992 AEH Program Review*	Pelavin Associates
4:00 - 4:15 pm	Break	
4:15 - 5:15 pm	*Pelavin Report: 1992 AEH Program Review (continues)*	Pelavin Associates

Tuesday, March 2, 1993

2:00 - 3:00 pm	*AEH: The New Administration's Perspective*
3:00 - 3:30 pm	*Inter-agency Council for the Homeless Report*
3:30 - 3:45 pm	Break
3:45 - 5:15 pm	*Innovations in Serving Homeless Adults: State Coordinator's Reports*

Wednesday, March 3, 1993

9:00 - 10:00 pm	*Open Discussion: Issues and Challenges*
10:00 - 10:30 pm	*Managing Multi-year AEH Grants: Federal Expectations*
10:30 - 11:00 pm	Break
11:00 - Noon	*McKinney Reauthorization: Issues and Opportunities*

3rd Annual National Conference on Education for Homeless Adults

Conference Schedule

Sunday, February 28, 1993

6:00 pm - 9:00 pm **Registration open**

Foyer

6:00 pm - 9:00 pm **Exhibits open**

Ballroom

6:30 pm - 8:00 pm **Get Acquainted Reception**

7:15 pm - 8:00 pm **Opening Session**
Guest Recognition
Conference Overview

Ballroom

Hosts – James Parker, Washington D.C.
Gary A. Eyre, Arizona
Suellen Eyre, Arizona

At Your Leisure

Conference Exhibits *will be open Sunday, February 28 from 6:00 - 9:00 pm. They will be located in the Ballroom area.*

Video Theater Presentations *will be running Monday, March 1 from 2:30 pm - 6:00 pm and Tuesday March 2, from 8:00 - 10 am outside of the breakout rooms on the third floor. A schedule of presentations will be posted so that you won't miss your favorite.*

The Swap Shop *will be open from 6:00 pm on Sunday, February 28 - Noon on Tuesday, March 2 and will be located in the Foyer. You are encouraged to use this opportunity to share your program's brilliant ideas with your colleagues by leaving lesson plans, curriculum outlines, etc. on the tables and taking what you can use when you return to work. Items for display only will be marked to avoid confusion.*

Monday, March 1, 1993

7:30 am - 8:30 am

Foyer

Registration open

8:00 am - 6:30 pm

Ballroom

Exhibits open

8:30 am - 10:00 am

Ballroom

Student Issues Panel

A national panel of students representing a cross-section of the homeless population will tell their own stories and present an agenda of their specific concerns and needs, both educational and non-educational. Conference participants and panelists will have an opportunity to ask questions and discuss the issues raised.

Panelists

Ann Orr was born in Ohio and moved to Florida at the age of 16 where she lived with her mother. She traveled to Phoenix seven years ago with a girlfriend who then returned to Ohio, stranding Ann in Phoenix. She has lived on the street for five of those seven years. Ms. Orr studies at the Downtown Neighborhood Learning Center in Phoenix.

Larry V. Perry is from Detroit Michigan and moved to Washington to work for Boeing. His subsequent involvement with drugs caused him to lose his job, family and become homeless and spend time in jail. After several failed attempts in a variety of recovery programs, Mr. Perry found success with the Tacoma Rescue Mission. He has been clean and sober for two years, has his own delivery business and works at a retirement center.

Terry Peterson was born in Carson City, Nevada where she spent the majority of her life. She dropped out of high school two months before graduation. She was married, had three children and was employed by Longs Drugstores between 1979 and 1986. In 1986 she left her marriage which had become "an ugly and abusive situation colored by domestic violence and drug and alcohol abuse". She found herself homeless and unemployed. She again become involved in an abusive relationship and again found herself struggling to find housing for her family.

Today, she is a graduate of Western Nevada Community College and is a student at the University of Nevada, Reno. She still receives housing assistance, but her three children are healthy and happy, and she credits education, awareness and caring people as major contributors to her success.

Jim Sargent is a veteran in transition. A Vietnam veteran, he was homeless for over five years before he graduated from Transition House in California. Since that time, he has reestablished a relationship with his children and continued his education at Santa Rosa Junior College, where he studied computers. He is now teaching basic computer skills as part of the Transition House adult education program.

He feels that he has finally found "a recognizable enemy - with bombs blowing up around us that are just as devastating as the Russian rockets were - drug abuse, marital abuse, child abuse, ignorance, low self-esteem, lack of education, homelessness and its roots. These are the many faces of the enemy."

Moderator

Jim Lipson - Pima County Adult Education, Tucson, Arizona

10:30 am - 12:00 pm

Concurrent Sessions

Saguaro 1

Profile of the Adult Homeless Learner as Assessed by Power Path, an Intake Instrument that Identifies Learning Problems and Presents Teaching Strategies

This panel presentation will offer national, state and local perspectives of homeless adults with learning problems. The presentation will focus on the profile of the adult homeless client with learning problems developed from data collected from the homeless populations in Nevada and Ohio using the assessment instrument, *PowerPath*, formerly known as the *London Procedure*. It includes an interview and screening/diagnostic process to quickly evaluate information processing capabilities, diagnose learning problems, identify strategies for learning and needed programmatic supports. The automated system produces a statistical service report for all individuals assessed.

Facilitator:
Jacquelyn Power

Laura P. Weisel, Ph.D. is a key player in the facilitation of national, state and local strategies directed toward moving adult basic education and literacy to meet a vision of customer-driven empowerment-based, accountable services. As author of *The London Procedure A Screening, Diagnostic Teaching Guide* for Adult Learning Problems, she has trained and consulted with professionals in a variety of disciplines, such as literacy, corrections and mental health. In the past two years, Dr. Weisel has worked directly with teachers in basic skills and literacy programs to revise *The London Procedure* and build a unique intake system - *PowerPath to Adult Basic Learning*. Dr. Weisel serves as the Manager of Community Mental Health System Development, Training and Education for the Ohio Department of Mental Health.

Phyllis L. Rich, M.A., has been an adult educator for the past 23 years providing educational services in Ohio, South Carolina and Nevada. She is well-versed in assessing and teaching adults with learning problems and has taken leadership roles in program development, supervision and maintenance at both the local and state level. Experienced in curriculum and program development, grant writing, and private sector training, she is currently employed by the Nevada Department of Education as the State Director of Adult Education.

Margaret Becker Patterson's professional objective is to teach adults basic skills, ESOL and preparatory skills for the GED. As an instructor at the Western Nevada Community College ABLE program, Ms. Patterson piloted assessing of learning disabilities in the community college and local community-based literacy programs and has presented her results. In the capacity of Program Director, she created basic skill courses and a variety of learning options. Ms. Patterson has been an adult educator in Nevada, Nebraska and Pennsylvania.

(Don't forget to visit the exhibits!)

Mesquite

Homelessness: Its Impact on Families

Adult education is not an immediate concern of the homeless people. Maintaining good health and lessening the other impacts that homelessness can have on the family is of more immediate concern. Adult education is, however, one of the best solutions the United States has for ending homelessness and poverty. This session will deal with the issues of adult education and health and how programs in Nevada and Arizona have made successful strides toward improving the lives of homeless people.

Facilitator:
Norma Cregan

Sinda J. Slagle has been the Truckee Meadows Community College Homeless Literacy Project Coordinator for the past three years. As Staff Development Coordinator, Ms. Slagle has worked closely with the Nevada Department of Education, community colleges and community based organizations to provide staff development training workshops to Nevada adult educators.
Patti Pritzl is the Program Manager of the Maricopa County, Arizona, Homeless Health Care Outreach Program funded under the Stewert B. McKinney Homeless Assistance Act. She is closely involved with children's physical and mental health care issues in Maricopa County. She received her B.A. in Communications from Evergreen State College in Olympia, Washington and is currently enrolled in the Master of Public Administration Program at Arizona State University.

Saguaro 2

Providing Services Under the Americans with Disabilities Act

This presentation will explore the implications of the Americans with Disabilities Act, especially Title II, on providing services to individuals who are disabled.

Facilitator:
Marilyn Parker

Cynthia Mercurio-Sandoval has twelve years" experience with Legal Services' programs working for the legal rights of indigent people, specifically in the areas of disability, developmental disabilities and individual educational entitlements. She is a member of the Maricopa County Bar Association's Special Education Project which provides free legal assistance to families who require legal representation to obtain a free, appropriate education for students with special needs.
John E. Bignall, Attorney at Law, serves as Vice-President and General Counsel for Abilities Unlimited, Inc., a disability issues consulting firm. He was a staff attorney with Community Legal Services for three years, was assigned to the Disability Advocacy Project, representing poverty level clients in their claims for Social Security Disability benefits. Mr. Bignall serves on the Board of Directors for the Arizona Center for Law in the Public Interest and is chairperson of the Protection and Advocacy Committee.

Hohokam

Study of Adult Education for Homeless Persons Program: Preliminary Findings

This session will present initial findings from the Study of Adult Education for the Homeless Program. Because of the preliminary nature of the presentation, findings will be limited to descriptive data available at the time of the meeting.

Facilitator:
Sherman Patterson

Darrel W. Drury is a representative of Pelavin Associates, Inc. which is performing this study. Dr. Drury has some twenty years of experience in conducting education policy research, including ten years as professor and research scientist at Yale University.

Amphitheater

Theatre and Social Change: Empowerment through Artistic Experience

This concurrent session addresses the power of theater as a means for social change and the urgent need for artistic expression and experience by homeless and marginalized citizens. Ms. Southard will perform an excerpt from her one-woman theater piece, "Anna Lives!" which deals with issues of battered women.

Facilitator:
Mark Frederick

Susan Southard is an actor, writer, director and improvisation teacher. She founded To Live as an Artist in 1987 to serve disenfranchised citizens in shelters, prisons and inner-city settings through improvisation workshops and theater performances that are from and about the lives of the audience.

Palo Verde

Transitions for Employability & Employment

This concurrent session will address strategies for transitioning homeless adult students into continuing education, appropriate training and employment. Issues concerning career testing, counseling, and employability skills will be addressed. as well as changes in the job market, the workplace, and employer expectations for new hires.

Facilitator:
James Parker

Marcia R. Newman is founding Executive Director of the Downtown Neighborhood Learning Center the only street front adult education agency in Phoenix. She has supervised community education programs for 11 years, serving targeted child and adult populations in Arizona. She has Bachelor and Master degrees in English and Reading Education from Syracuse University and Arizona State University.
Sandra Wilks is Manager, Educational Services at the Phoenix Indian Center. She has been associated with educational and legal services programs at the Phoenix Indian Center for 13 years. Her experience includes program development and management, early childhood through post-secondary, including Adult Basic Education/GED.

12:20 pm - 2:30 pm

Ballroom

Luncheon

Keynote Speaker – Joan Alker

Homelessness in the 90's

Joan Alker will examine trends in homelessness in the 90's, including reflections on what the federal government's response to the issue has been since the Stewart B. McKinney Homeless Assistance Act was first passed in 1987.

Joan Alker is the Assistant Director of the National Coalition for the Homeless, a grassroots based advocacy organization in Washington, DC. She specializes in issues related to homeless veterans and homeless families and has authored a number of studies on homelessness and public policy. In addition, Ms. Alker has served on two advisory panels to the U.S. Department of Education on issues related to the education of homeless children. She volunteers on the streets of Washington with homeless people.

Ms.Alker received an M.Phil in Politics at St. Antony's College, Oxford University and an A.B. with Honors in Political Science from Bryn Mawr College, Bryn Mawr, PA.

3:00 pm - 5:00 pm

Roundtables

3:00 - 3:30 pm

Group 1

🍎 *Mesquite*

What are the Educational Needs of Homeless Adults?

Who are the homeless adult students and what kind of literacy training do they need? For four years, CASAS has collected basic skills and demographic data and assessed the basic skills of homeless adults at funded California agencies. The presenter will discuss what is known about this population and how education providers can use the information to implement literacy training.

Ardis Breslauer is Program Manager for the Comprehensive Adult Student Assessment System (CASAS). She coordinates the Assessment for Homeless Adults project and provides training in implementing CASAS assessment.
Richard Stiles is a consultant in the California Department of Education, Adult Education Division. He is the Coordinator of Adult Education for the Homeless project for the California Department of Education.

🍎 *Courtyard 1*

What Homeless Adults Say about Education

This roundtable will share the process for conducting, and the results of, a survey conducted with 54 homeless adults enrolled in adult education programs in 1990. The survey captures how homeless adults define in their own terms their educational needs, their educational preferences and their educational achievements.

Laura Sperazi is Director of Evaluation Research, a small consulting company which has conducted the evaluations of the Massachusetts Adult Education with the Homeless Program for the past four years.
Esther Leonelli has worked with the Massachusetts Adult Education with the Homeless Program since 1990. Her specialty is teaching math to adults. She was named Massachusetts Teacher of the Year in 1992.

🍎 *Palo Verde*

Therapeutic Education: Healing Homeless and Other At-risk Adults through Self-expression

Participants will be introduced to therapeutic education activities that provide healing through self-expression: improvisation, poetry writing, drawing as a pre-writing activity, journalizing, and the use of literature and art as emotional "triggers." These activities will be useful for those working with the mentally ill, victims of abuse and trauma, and at-risk populations such as homeless, incarcerated or institutionalized persons.

Michael Tate is the State Program Administrator for the Learners in Transition Program which provides instructional services to homeless, incarcerated and institutionalized adults at the Washington State Office of Adult Literacy. He has worked with at-risk learners for 18 years, both in the U.S. and in Thailand, Saudi Arabia and Kenya.

🍎 Instructional Design 📖 Coordination 🖥 Program Development and Policy ✿ Potpourri

Boardroom

Writing for Life

This roundtable is a participatory exploration of the writing process, designed to\look at ways writing can be presented as an exciting, life-affirming means to self-growth and skills development. Emphasis will be on sharing exercises that work with groups and individuals. Many examples of student writing will be available.

Richard Krawiec has worked with homeless people since 1972 and was opening night speaker and a workshop leader at the 1992 Conference. He has also edited *Voices from the Real World* which contains writing by homeless men and women. He was awarded a 1992 Creative Writing Fellowship by the National Endowment for the Arts.

Hohokam

Washington State's Life Management Skills Curriculum: Interpersonal Skills, Thinking Skills and Communication Skills for the At-Risk Learner

This curriculum focuses on issues in the areas of self-awareness, interacting with others, recognizing and dealing with emotions, goal setting and decision-making. Topics include anger management, problem solving, values clarification, time management and related topics. The curriculum is designed for use with groups or in independent instruction.

Patti McLaughlin is a consultant to the ABLE Network, the Adult Education Staff Development Office in Washington State. She is the curriculum developer of the Washington State Affective Skills Curriculum and the Personal Management Curriculum.

Ocotillo

Client-generated Curricula

Why let your cultural baggage get in the way of reaching your clients? Let the clients themselves direct you through informal interviews and assessment techniques. Allow the participants to see value in the activities you will offer them by using the clients' talents and cultural wisdom as the foundation for curricula.

Harry Irizarry is a graduate of Princeton University and began his career in education with the Peace Corps. He taught ESOL in South Korea for two years and English in Valencia, Spain for three years. He presently works for Casa Central in Chicago, Illinois as the coordinator of a Family Literacy program.

255 Boardroom

Aunt Ester Isn't on Uppers

Two mnemonic sentences help explain the C-V-C and C-V-C-E rules.

Marilyn Parker is an instructor at the Downtown Neighborhood Learning Center in Arizona. She holds a degree in education from Arizona State University and has worked in such diverse locations as an urban library and a television studio. She feels that she has now found the most important job of all, adult education.

🍎 Instructional Design 📖 Coordination ☎ Program Development and Policy ✿ Potpourri

🌹 **Kachina**

The "Family" of the Homeless

Every homeless client has a "family." It may consist of other street people, service providers and the bureaucracy. Seeing the world through the eyes of the client can give us a new way of seeing reality.

Marilyn Ruben is Director of Your Family and Mine in Scottsdale, Arizona. She is a certified clinical mental health counselor, a certified professional counselor and a clinical member of the American Association for Marriage and Family Therapy.

📖 **355 Boardroom**

DOE & DOL: The Perfect Match!

Combining resources to service homeless individuals is a priority when funds and services are limited. This roundtable will demonstrate how two federally-funded programs can provide a holistic approach in assisting homeless individuals with goals of employment, education and housing.

Doreen Fadus is the Coordinator of McKinney programs in Massachusetts. She holds a B.A. from Western Michigan University and a M.Ed. from Springfield College.

📖 **155 Boardroom**

Literacy and Homeless People: A Case Management Model

The presenter will provide an overview of a case management model at homeless shelters in rural southern Illinois. The model includes academic and vocational assessment, and assessment of subsequent needed support services in order for the clients to attain self-sufficiency.

Janet Treece is a Counselor and Case Manager in Carbondale, Illinois and holds a M.S. in Rehabilitation and Counseling.

🖋 **Saguaro 2**

National Agenda for Educating Homeless Adults

The Adult Education for the Homeless (AEH) Program is entering its sixth year. Throughout its short history, the program has improved in numerous ways. Yet, there are many ideas for improving and restructuring the national and state efforts. This roundtable will present and discuss agenda items for change over the next four years.

James Parker is Coordinator for Adult Education in the Southern States and National Coordinator of the Adult Education for the Homeless Program for the U.S. Department of Education. He has provided national leadership in such areas as adult education staff development, research and program improvement. He has written and edited numerous books, magazines, articles and reports covering adult competency, innovations dissemination, staff development, evaluation, education for homeless adults, adult education in the southern states, education for personal transition and adult education futures.

🍎 Instructional Design 📖 Coordination 🖋 Program Development and Policy 🌹 Potpourri

Amphitheater

Homeless Peoples' Legal Rights to Federal and State-Funded Services

This presentation will contain an overview of how to effectively use *Finding Answers, Opening Doors: An Advocates" Manual on Assistance Programs for Homeless People* and teach counselors and other advocates about legal rights and procedures when homeless people apply for, or when they are denied, services.

Ron Sandoval has been a legal advocate for poor and low income people for fifteen years and Services Coordinator for Arizona Statewide Legal Services for three years.

Saguaro 1

Revealing the Invisible Homeless

A writing workshop for homeless students has empowered them to take charge of their lives. Workshop participants have put together their own publication of their writings and are now setting up a self-managed business to market their book.

Fran Kamin has been the Program Coordinator of the Seattle Education Center's (SEC) Adult Education for Homeless program for two years. Along with the AEH program's administrative responsibilities, she provides case management for homeless students, teaches life skills classes and facilitates improvisation workshops. Prior to working with SEC, Ms. Kamin was a supervisor for two job training programs with Metrocenter's Youth Employment and Training program.

3:45 - 4:15 pm

Group 2

Kachina

Employability Competency System: Helping Homeless Learners Acquire Basic Skills

There is an increasing need for homeless learners to demonstrate competence in employability skills. The Employability Competency System (ECS) enables learners to acquire the basic skills needed to succeed in the workforce. Presenters will discuss an overview of ECS and how the system is being used in California's education program for homeless adults.

Richard Stiles is a consultant in the California Department of Education, Adult Education Division. He is the Coordinator of Adult Education for the Homeless project for the California Department of Education.
Ardis Breslauer is program manager for the Comprehensive Adult Student Assessment System (CASAS). She coordinates the Assessment for Homeless Adults project, and provides training in implementing CASAS assessment.

🍎 Instructional Design 📚 Coordination ▦ Program Development and Policy ✿ Potpourri

Saguaro 2

Identifying Long Term Goals through Individualized Education

Homeless people are faced with many obstacles and have had a certain amount of their control taken away from them. Through individualized education, some control is given back, self-esteem is lifted and long term goals are set. This gives the homeless adult learner a vested interest in seeing their goals attained.

Shelley Barres-Uruburn is an educational counselor in Massachusetts.

155 Boardroom

Awareness of Issues/Strategies for Success

Involving parents more fully in their education and that of their children offers great promise as a way to break the cycle of illiteracy. Literate individuals have more access to employment and opportunities that may help to keep them from being homeless. This roundtable will look at the intergenerational cycles of both homelessness and illiteracy and then present a module designed to address the more specific, unique needs of homeless persons.

Mimi Frenette is Director of an adult literacy center and area resource teacher for the Colorado Department of Education. She has worked in homeless adult education for four years.
Connie Tripp is an area resource teacher for the Colorado Department of Education, a teacher at a daytime homeless shelter for women and a trainer in workplace literacy.

Hohokam

Skills That Work

This is a six book, two reading level series that includes a curriculum based assessment and mastery program. The three topics covered in the series include math, communication and reading. *Skills That Work* allows students to take the skills learned in the classroom and apply them directly to workplace tasks and life skill competencies.

Rita Stout holds B.S. and M.S. degrees and has taught at all levels from elementary through college and adult education. She is currently a publisher's representative for Contemporary Book Company.

Boardroom

The Four Winds Curriculum

The Four Winds Curriculum is being developed as part of the Stewart B. McKinney Adult Education initiative in Arizona. This curriculum focuses on teaching basic skills through the teaching of life skills. It is designed to be especially beneficial to the visual/observational learner.

Joanne Stucjus began her teaching career in minority education and has been involved in Indian education since 1974. She is currently the Director of Adult Education at the Flagstaff Indian Center, Native Americans for Community Action.
Wilson C. Gorman is a member of the Navajo Tribe and holds a B.A. in Education from Arizona State University. He has been a teacher in adult education on the Navajo Reservation for sixteen years.

Instructional Design Coordination Program Development and Policy Potpourri

Mesquite

Raging Against the Dying of the Light: How Poetry can Empower Homeless People

This workshop will demonstrate how to empower homeless learners through high-interest sample activities in poetry writing, poetry reading, performance poetry and poetry printing. Beside the obvious benefits of improved self-esteem and self expression, a poetry group can become a self-managing community and gain the benefits of managing a writing project from planning to performance/publication.

Michael Tate is the State Program Administrator for the Learners in Transition Program which provides instructional services to homeless, incarcerated and institutionalized adults at the Washington State Office of Adult Literacy. He has worked with at-risk learners for 18 years, both in the U.S. and in Thailand, Saudi Arabia and Kenya.

Ocotillo

Hands - on Techniques for Teaching Homeless Adults

This hands-on roundtable will present techniques and activities for working with homeless adults and explore barriers that hinder effective teacher/learner interaction.

Madelyn Morales is Literacy Program Administrator for Catholic Charities in Massachusetts and Homeless Program Administrator since 1990. She holds a M.Ed from Harvard University and has 14 years' experience in teaching counseling and administration in adult, secondary and higher education.
John Lambert is Coordinator of the Adult Education for the Homeless Program and Volunteer Literacy Program for Pine Street Inn and a member of the Massachusetts Outreach Team for Homeless Adult Education.

Amphitheater

The Fayetteville Technical Community College Homeless Project Video

This roundtable will illustrate way that electronic media can be used to show how an agency is attempting to help the homeless.

Sue Thorne-Crytzer has 28 years' education experience as basic skills and literacy director, coordinator, recruiter, instructor and supervisor. She holds B.S. and M.A. degrees.
Keith Clayton is a retired military officer with over four years experience in education, three years working with homeless people. He holds B.S. and M.A. degrees.

255 Boardroom

Linking with Community Agencies

The success of Pima County Adult Education (PCAE) Homeless Education Project is based on a strong alliance between PCAE and Tucson homeless population service providers. This presentation will describe the process of linking with direct service providers to provide an educational component to the services they offer homeless people.

Kathie Oehme has worked with adult learners for fifteen years. She coordinates the Homeless Education Project for Pima County Adult Education in Tucson, Arizona.

Instructional Design Coordination Program Development and Policy Potpourri

Palo Verde

JOBS, ADE/DES: A Cooperative Arrangement

The presenters will provide a brief explanation of the funding match regulations under the Family Support Act's Job Opportunities and Basic Skills program. A brief overview of the current project, including unexpected bonuses and challenges incurred along the way will then be given. There will be time for discussion and questions.

John Garth is Director of the Division of Adult Education Programs for the Arizona Department of Education and Coordinator of Arizona's homeless adult education project. From 1963 - 1981, Mr. Garth was Director of Adult Education for the Urbana School District in Urbana, Illinois.
Delia A. Walters is Program and Projects Specialist for the Arizona Department of Economic Security, Employment & Training Administration, JOBS Program. She holds a B.A. in Secondary Education and has done graduate work in counseling, and economics as well as Oriental studies in China.

Saguaro 1

Case Management in an Education Program

Case management is a process where student and case manager identify specific needs and goals. Individual Education/Training plans are developed with the students to address the identified needs and achieve the desired goals. Students with special needs benefit from this process. Can a case management system enhance your adult education for the homeless program?

Fran Kamin has been the Program Coordinator of the Seattle Education Center's (SEC) Adult Education for Homeless program for two years. Along with the AEH program's administrative responsibilities, she provides case management for homeless students, teaches life skills classes and facilitates improvisation workshops. Prior to working with SEC, Ms. Kamin was a supervisor for two job training programs with Metrocenter's Youth Employment and Training program.

Courtyard 1

Successful Programs and Practices for Serving Homeless People

This roundtable will describe a variety of special programs and practices used in New York State to provide a comprehensive approach for serving the many needs of the homeless population. Discussion will focus on successful programs which include instruction in academic skills, employability skills, daily living skills, personal and decision-making skills and health issues.

Glenn Schechtman is currently the State Coordinator for the New York State Adult Education for the Homeless Program. As an Associate in Continuing Education at the New York State Education Department, he is part of a team responsible for the development of a statewide adult education curriculum.
Virginia Kwarta has been a teacher and administrator in the field of education for the past twenty-six years. Since 1984, she has served as Executive Director of Support for Training and Educational Program Services (STEPS), Inc., a non-profit agency offering direct service programs for disadvantaged adult and youth populations.
Joanne Oplustil is the Executive Director of a multi-service agency which services 5000 clients a year including education services for adults and youth, case management and economic development programs.

Instructional Design Coordination Program Development and Policy Potpourri

355 Boardroom

Programs Developed for Special Purposes

This roundtable explores the experience of the Tucson Indian Center in implementing and administering a US/DOL Job Training & Employment Program as a national demonstration project, 1991 - 1993. Educating and training homeless urban Indians in a case-managed life skills program is the goal of the project.

Daniel L. Ross is a member of the Cherokee Nation, and has a background in education. He holds a MFA degree from the University of Arizona and is a federally-certified Addictions Counselor. Mr. Ross also serves on the Board of Directors of the Primavera Foundation, a nationally-recognized non-profit agency serving homeless, people in Tucson, Arizona

Courtyard 2

Outreach and Evaluation Strategies in Florida

This roundtable will provide an overview of outreach and strategies to recruit homeless adults in Florida's seven funded local projects. The state's external evaluator will present on evaluation strategies.

Rich Lockenbach is Program Specialist with the Florida Department of Education and has experience with homeless and other at-risk people.
Dan Gardner is an Assistant Professor with the University of South Florida in the area of adult education and human resource development

4:30 - 5:00 pm

Group 3

155 Boardroom

A Homeless Adult Life Skills Curriculum

The Downtown Neighborhood Learning Center has developed a Life Skills curriculum comprised of individual teaching modules that are self-contained. The information is presented so that a module could be taught by a teacher, counselor, case manager or social worker.

Cherri Grossenbacher has been working with impoverished and homeless people since 1986. She has a B.A. with a major in Psychology and a minor in education. She is head life skills instructor at the Downtown Neighborhood Learning Center in Phoenix.

🍎 Instructional Design 📚 Coordination 🖌 Program Development and Policy ✿ Potpourri

Saguaro 1

Improvisation as a Teaching Tool

The Seattle Education Center has utilized improvisation as an exploration tool in its AEH program. The central theme of the program is choices: how to make them, how to examine options and how to act on the options. Communication skills and active participation are also key to improvisation.

Fran Kamin has been the Program Coordinator of the Seattle Education Center's (SEC) Adult Education for Homeless program for two years. Along with the AEH program's administrative responsibilities, she provides case management for homeless students, teaches life skills classes and facilitates improvisation workshops. Prior to working with SEC, Ms. Kamin was a supervisor for two job training programs with Metrocenter's Youth Employment and Training program.

Ocotillo

Homeless Shelters and Libraries

The Yuma County Library District and the Lower Lights Rescue Mission have entered in a unique partnership in order to better serve Homeless population of Yuma, Arizona through an integrated program which addresses all aspects of their lives.

Frank Colegrove has been the instructor for the Homeless Literacy Program in Yuma for one year. His experience includes twenty years as a teacher/counselor with the Michigan Department of Corrections, a youth counselor and a vocational evaluator.

Dr. Anna L. Martin has been in charge of all literacy programs of the Yuma County Library since 1986. Prior to that time, she was a teacher and social worker for delinquent youth.

Boardroom

Art, Graphics, Drawing and Quotes = Poetry, Writing, Creation and Words of Wisdom

This roundtable will explore the use of art, graphics, drawing and quotations to create poetry, writing and words of wisdom.

Martha Germanowski has ten years experience teaching and directing parish education programs,and holds a teaching and counseling degree. She has taught in the Step-by Step Homeless Education Program for eight years. She likes reading, laughing and trying new ideas.

Courtyard 1

Self-empowerment

Whether beneficially or harmfully, stress and anger affect everyone. This is especially true for homeless students. This roundtable presentation will examine the sources of stress and anger as valid emotions and reactions that can be dealt with through values clarification, pro-active and on-going methods, and self talk monitoring/refocusing.

Robert Austin is the Director of the Challenge Learning Center of the Tacoma Rescue Mission in Washington. He has worked in homeless education for one and a half years and has been teaching adults for fifteen years. He has been nominated twice for Fulbright lectureships.

Instructional Design Coordination Program Development and Policy Potpourri

Kachina

Competency Based Instruction and Evaluation

This roundtable will discuss the instructional design of a newly approved competency based GED program in the State of Wisconsin. This program appears to have strong relevancy and applicability for instruction of homeless adults within shelter settings.

Sherrie Kay is an Executive Director for the Southside Milwaukee Emergency Shelter, Inc. in Milwaukee Wisconsin. Her background includes sexual assault counseling and case management. She holds a B.S. in Management from Cardinal Stritch College.
Deborah Zinke is a Counseling Educator at Hope House in Wisconsin. Her background includes employment services and workplace instruction. She served as Chairperson for the Greater Milwaukee Literacy Coalition Curriculum and Instruction in 1991.

Palo Verde

Coordination Intra Agency/Inter Agency

Cooperation with the community, as well as within a large urban school district, is very successful in Louisville, Kentucky. This roundtable will describe how the "families" are being served through multiple funding sources and how, by working cooperatively on education for the entire family, system and client-centered barriers begin to crumble.

Marlene Gordon is an Education Coordinator for homeless persons and holds a Bachelor degree in Liberal Arts and an M.Ed.

Amphitheater

Dynamic Duos: Creating Private Sector Tutor Partnerships

Episcopal Community Services Adult Education Program and Miller-Freeman Publications of San Francisco have built a partnership whereby employees are given work release time to provide tutoring to this unique literacy program for homeless adults.

Chris Nelson started the Adult Education Program for the Homeless four years ago. He has fifteen years of teaching and administrative experience.
Sharon Zoll has been the lead instructor of the life skills program of the Adult Education Program for the Homeless. She has fifteen years of teaching experience.
Rose Tobin is the Community Connection Coordinator for Miller-Freeman, Inc., a San Francisco based publishing firm. She has placed over thirty tutors for Episcopal Community Services Adult Education Program.

Hohokam

Peer Evaluation

A Massachusetts team will facilitate a discussion about strengths and challenges of peer evaluations. In a pilot round of evaluations this fall, two teams of teachers and administrators from other homeless adult education programs each did an intensive two-day "snapshot" of the education program. Both visitors and hosts will be present to explore issues raised by this pilot effort and applicability to other states.

Charlotte Baer is State Coordinator for Massachusetts She coordinated volunteer tutors in a large shelter in Boston before coming to the Massachusetts Department of Education. She also worked for cooperative extension and other non-traditional adult programs in Kentucky.
Doreen Fadus coordinates both McKinney education programs and Department of Labor grants. She was team leader for the first peer evaluation in Massachusetts homeless education.
Rose Ouimares is a teacher with the peer team. She was a GED instructor for the Army in Europe before coming to Massachusetts.

Courtyard 2

OASIS: Enabling Homeless Youth to Survive & Move on

They have left home (what they had of one), left school (many were seldom ever there), and have little chance of surviving a typical adult education, GED or job training class. Travelers Aid Society of Rhode Island describes the creation of OASIS as a safe, case management-based, innovative, content-centered learning project for special needs street youth.

Sally S. Gabb is Director of Education and Employment Services for the Homeless Adult Education Center of the Travelers Aid Society of Rhode Island. With a Master in Journalism, twenty-two years ago she paused for a moment in adult education and never left.

Saguaro 2

Instructional Design for Chronically Mentally Ill Persons/Those in Alcoholic Recovery

This special populations roundtable will address the needs of two subgroups of the homeless population: chronically mentally ill people and chronic alcoholics. The discussion will focus on the need to adapt instructional strategies to fit these sub-populations.

Janet Sabb has worked for the Homeless Education Project of Pima County Adult Education since 1990, teaching recovering alcoholics and the chronically mentally ill. She has also worked with the homeless population at the Primavera Shelter in Tucson.
Kasandra VerBrugghen has a B.A. in Political Science from the University of Arizona and works with the Homeless Education Project in Tucson, teaching a class of chronically mentally ill students. She has been teaching adults for Pima County Adult Education since 1991 and has also taught emotionally, as well as physically, handicapped youth.

Instructional Design Coordination Program Development and Policy Potpourri

255 Boardroom

Unmath

Reasoning, rather than mathematical skills is essential for students wishing to pass the GED Math Test.

Marilyn Parker is an instructor at the Downtown Neighborhood Learning Center in Arizona. She holds a degree in Education from Arizona State University and has worked in such diverse locations as an urban library and a television studio. She feels that she has now found the most important job of all, adult education.

Mesquite

Access to Learning: Mobile Education

Access to Learning Program utilizes a mobile unit to assist with delivery of services to primarily Native American participants in suburban, as well as urban, areas. The participants have experienced great success with re-entry into the mainstream population.

Bev Archambeault is a trainer, presenter and teacher for special populations specializing in Native American outreach. She is currently the director of Access to Learning.

355 Boardroom

College Students Learn How to Tutor Homeless Adults

Dr. Karen Atwood will share curriculum used to teach Arkansas State University students how to tutor homeless adults. Sharon Stallings will discuss how to set up and administer a college volunteer literacy program.

Sharon Stallings serves as Arkansas State University Program Coordinator of Education for Homeless Adults and At-Risk Enrichment programs. She has a Master of Science in Reading Education from Arkansas State University. She has coordinated the Student Literacy Corp. Community Service Program for two years. She also has experience in working with migrant education.

Karen J. Atwood, Ph.D., is Assistant Professor and Director of the Reading Acceleration Lab at Arkansas State University. Dr. Atwood teaches a course which trains college students how to tutor homeless adults. Dr. Atwood received her Ph.D. in Secondary Reading from Arizona State University. She taught reading and study skills five years at Phoenix College.

6:30 pm - 8:30 pm
Ballroom

Dinner

The Reauthorization of the Stewart B. McKinney Act

Moderator: Michael Tate

Instructional Design Coordination Program Development and Policy Potpourri

Tuesday, March 2, 1993

7:30 am - 8:30 am
Ballroom

Networking Breakfast

8:30 am - 10:00 am
Ballroom

Topical Forums

The Topical Forums are an open format to enter in to a discussion of topics which are important to and have major impact on our work with homeless persons. Each forum leader will introduce the topic and each group will develop a list of issues, solutions, recommendations, etc. as is appropriate from the discussions which occur.

Saguaro 1

Curriculum for Special Populations: Disabled

Forum Leader Phyllis Rich

Phyllis L. Rich, M.A., has been an adult educator for the past 23 years providing educational services in Ohio, South Carolina and Nevada. She is well-versed in assessing and teaching adults with learning problems and has taken leadership roles in program development, supervision and maintenance at both the local and state level. Experienced in curriculum and program development, grant writing, and private sector training, she is currently employed by the Nevada Department of Education as the State Director of Adult Education.

Saguaro 2

Curriculum for Special Populations: Substance Abuse

Forum Leader Mary Lou Browning

Mary Lou Browning has been the Administrator of Adult Detention Facilities for the Contra Costa County Office of Education. She has been involved in education since 1969 and is a graduate of San Francisco State University.

Courtyard 2

Curriculum for Special Populations: Life Skills

Forum Leader Cherri Grossenbacher

Cherri Grossenbacher has been working with impoverished and homeless people since 1986. She has a B.A. with a major in Psychology and a minor in education. She is head life skills instructor at the Downtown Neighborhood Learning Center in Phoenix.

Courtyard 3

Coordination and Linkages: Public Relations & Image

Forum Leader Marcia Newman

Marcia R. Newman is founding Executive Director of the Downtown Neighborhood Learning Center the only street front adult education agency in Phoenix. She has supervised community education programs for 11 years, serving targeted child and adult populations in Arizona. She has Bachelor and Master degrees in English and Reading Education from Syracuse University and Arizona State University.

Kachina

Coordination and Linkages: Agency

Forum Leader Jacquelyn Power

Jacquelyn Power is an Education Consultant specializing in Adult Education. She has over ten years of experience in the field, including Director of Adult Education for Arizona, State Coordinator for Arizona's Stewart B. McKinney Homeless Assistance grant, Literacy Coordinator for Maricopa County Adult Probation, and Regional Staff Development Specialist. Jacquelyn has a Masters degree from the University of Arizona.

Mesquite

Teaching Tools and Techniques

Forum Leader Patti McLaughlin

Patti McLaughlin is a consultant to the ABLE Network, the Adult Education Staff Development Office in Washington State. She is the curriculum developer of the Washington State Affective Skills Curriculum and the Personal Management Curriculum.

Palo Verde

Student Assessment and Evaluation

Forum Leader Ardis Breslauer

Ardis Breslauer is Program Manager for the Comprehensive Adult Student Assessment System (CASAS). She coordinates the Assessment for Homeless Adults project, and provides training in implementing CASAS assessment.

Ocotillo

ABE Programming for Homeless Adults

Forum Leader Joye Norris

Joye Norris is co-author of *Developing Literacy Programs for Homeless Adults* and has been designing programs and training instructors for several years. While literacy education is her first love, Dr. Norris also works with cooperative extension, health education centers and local community groups desiring to start programs for homeless adults.

Hohokam

Project Design

Forum Leader Glenn Schechtman

Glenn Schechtman is currently the State Coordinator for the New York State Adult Education for the Homeless Program. As an Associate in Continuing Education at the New York State Education Department, he is part of a team responsible for the development of a statewide adult education curriculum.

Courtyard 1

Program Policy and Issues

Forum Leader James Parker

James Parker is Coordinator for Adult Education in the Southern States and National Coordinator of the Adult Education for the Homeless Program for the U.S. Department of Education. He has provided national leadership in such areas as adult education staff development, research and program improvement. He has written and edited numerous books, magazines, articles and reports covering adult competency, innovations dissemination, staff development, evaluation, education for homeless adults, adult education in the southern states, education for personal transition and adult education futures.

Boardroom

Coordination for Resources and Funding

Forum Leaders Gary A. Eyre & Nancy Karsh

Gary A. Eyre is State Administrator, Adult Education Programs for the Arizona Department of Education. Prior to coming to Arizona, Dr. Eyre spent fifteen years in Washington D.C., where he was instrumental in forming much of the policy which influences today's adult education practices.

Nancy Karsh is regional marketing manager for Jostens Learning Adult Education Division. She has extensive background in funding and grantsmanship application and teaching experience at the K-12, Junior College and Adult levels. She has been actively engaged in computer assisted instruction for 10 years.

Amphitheater

Next Steps: Transitioning Out of Homelessness

Forum Leader Sandra Wilks

Sandra Wilks is Manager, Educational Services at the Phoenix Indian Center. She has been associated with educational and legal services programs at the Phoenix Indian Center for 13 years. Her experience includes program development and management, early childhood through post-secondary, including Adult Basic Education/GED.

10:00 am - 11:30 am

Ballroom

Cross-cultural Issues Panel

A national panel representing a variety of cultures and experiences will discuss homelessness. Both the cultural implications of homelessness and various cultures' responses to both being homeless and dealing with homeless people will be included. The audience will have an opportunity to ask questions and discuss the issues raised.

Panelists

Bev Archambeault is a trainer, presenter and teacher for special populations specializing in Native American outreach. She is currently the Director of Access to Learning in Washington State.

Richard Lewis is a GED graduate of the Downtown Neighborhood Learning Center in Phoenix and formerly homeless. He is currently a student at Phoenix College, majoring in Construction Technology.

Agnes Lawson was born in New York but raised in Puerto Rico. She is in charge of the Hispanic Ministries for Lutheran Social Ministries of the Southwest and the ABE and ESOL classes for the amnesty program.

Moderator

Arden Dorn, Lutheran Social Ministries of the Southwest, Phoenix, Arizona

11:45 am - 12:30 pm

Ballroom

Conference Wrap-up

Capstone Speaker – Kathy Williams

A Whole Set of Keys

Kathy Williams shares her odyssey of homelessness, poverty and the process of rebuilding. Her journey of reclamation includes tremendous obstacles but a stubborn belief that "it won't be like this always."

Kathy Williams is a recipient of the national award for Outstanding Adult Learner. She dropped out of school and ran away from home when she was seventeen and living "a typical 70's street life" of drugging, a live-in relationship, and related activities. By age twenty-six, she had been through a marriage and had four children. For years, she struggled with a factory job, working off and on, not being able to get ahead due to lay-offs. She turned to education as a way to get out. In 1990, she received an Associate Degree in Liberal Studies. Presently she is employed with a team of administrative staff at Indiana University—Purdue University at Indianapolis and is also attending classes and working on another degree.

2:00 pm - 5:00 pm

Amphitheater

Post-Conference Workshop – CASAS Training

CASAS - Comprehensive Adult Student Assessment System

This three-hour session will provide participants in homeless education programs with training in using CASAS appraisal instruments and pre-post testing assessment for educational program planning and for employment preparation activities. Training will be provided in using assessment to identify the basic skills needed to succeed in the workforce and then target instruction to help homeless learners meet their goals. Participants will learn about the process of assessing literacy of learners in a functional, lifeskills context; linking assessment to instruction; and using the CASAS Curriculum Materials Guide to link curriculum to assessment and instruction.

Ardis Breslauer is Program Manager for the Comprehensive Adult Student Assessment System (CASAS). She coordinates the Assessment for Homeless Adults project, and provides training in implementing CASAS assessment.
Jane Eguez is program manager for the Comprehensive Adult Student Assessment System (CASAS). She coordinates the Employability Competency System(ECS) program and provides training in implementing ECS assessment.

3rd Annual National Conference on Education for Homeless Adults

Pathways for Transition

Conference At-A-Glance

Sunday, February 28, 1993

1:30 pm - 5:15 pm	Amphitheater	1993 State Adult Education for the Homeless Program Coordinators' Meeting	
6:00 pm - 9:00 pm	Foyer	Registration	
6:00 pm - 9:00 pm	Ballroom	Exhibits	
6:30 pm - 8:00 pm	Ballroom	Get Acquainted Reception	
7:15 pm - 8:00 pm	Ballroom	Opening Session	

Monday, March 1, 1993

7:30 am - 8:30 am	Foyer	Registration	
8:00 am - 6:30 pm	Ballroom	Exhibits	
8:30 am - 10:00 am	Ballroom	Student Issues Panel	
10:30 am - Noon	Breakout Rooms	Concurrent Sessions	
12:30 pm - 2:30 pm	Ballroom	Luncheon	**Homelessness In the 90's – Joan Alker**
3:00 pm - 5:00 pm	Breakout Rooms	Roundtables	
6:30 pm - 8:30 pm	Ballroom	Dinner	**The Reauthorization of the Stewart B. McKinney Act – Michael Tate**

Tuesday, March 2, 1993

7:30 am - 8:30 am	Ballroom	Networking Breakfast	
8:30 am - 10:00 am	Breakout Rooms	Topical Forums	
10:15 am - 11:45 am	Ballroom	Cross Cultural Panel	
11:45 am - 12:30 pm	Ballroom	Wrap-up	**A Whole Set of Keys – Kathy Williams**
2:00 pm - 5:00 pm	Saguaro	CASAS Training	
2:00 pm - 5:15 pm	Amphitheater	1993 State Adult Education for the Homeless Program Coordinators' Meeting	

Wednesday, March 3, 1993

9:00 am - Noon	Amphitheater	1993 State Adult Education for the Homeless Program Coordinators' Meeting	

EXHIBIT C

ARIZONA MCKINNEY HOMELESS ADULT EDUCATION PROJECT ORGANIZATIONAL CHART

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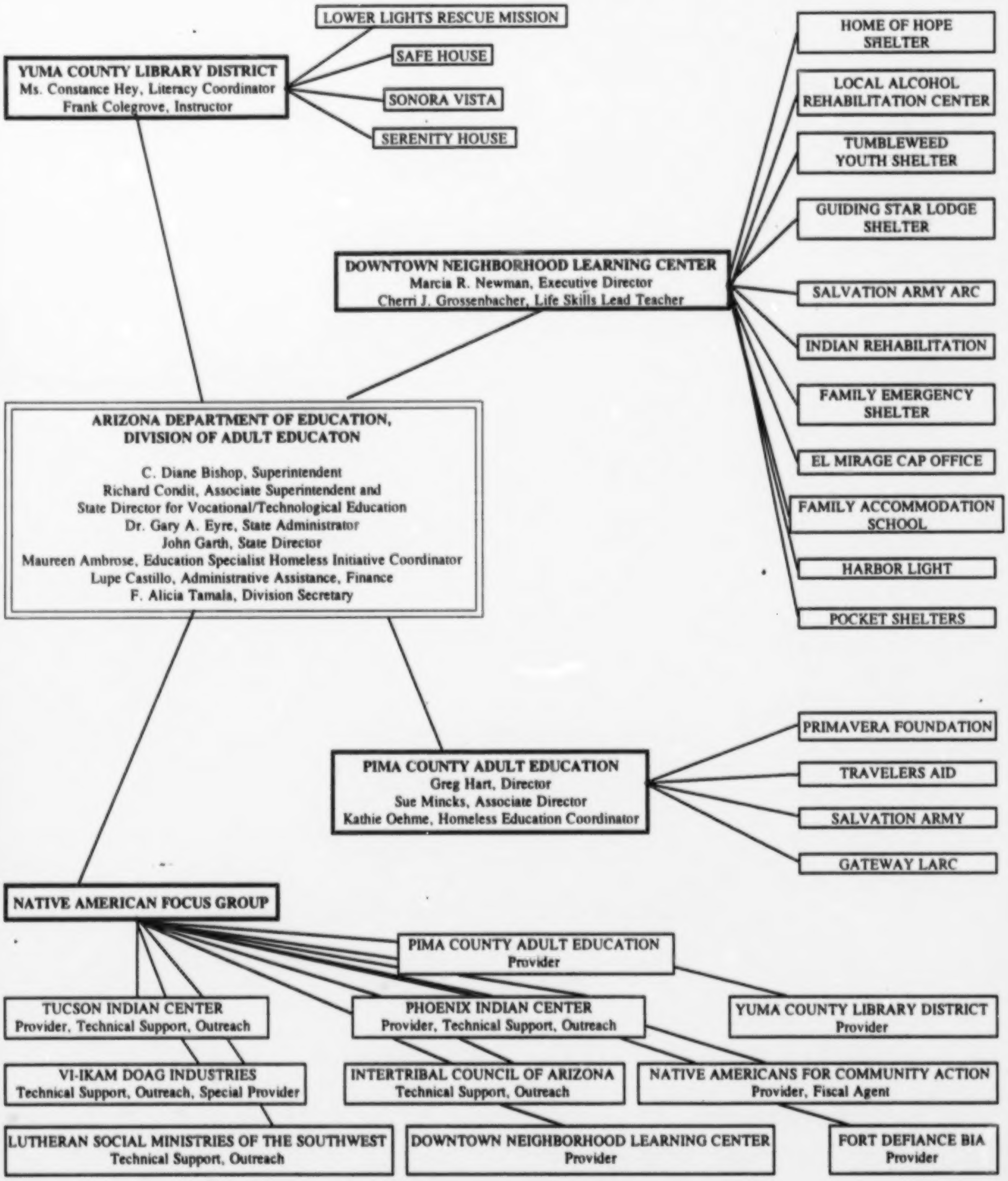
ARIZONA MCKINNEY HOMELESS ADULT EDUCATION PROJECT
ORGANIZATIONAL CHART



YUMA COUNTY LIBRARY DISTRICT
Ms. Constance Hey, Literacy Coordinator
Frank Colegrove, Instructor

- LOWER LIGHTS RESCUE MISSION
- SAFE HOUSE
- SONORA VISTA
- SERENITY HOUSE

DOWNTOWN NEIGHBORHOOD LEARNING CENTER
Marcia R. Newman, Executive Director
Cherri J. Grossenbacher, Life Skills Lead Teacher

- HOME OF HOPE SHELTER
- LOCAL ALCOHOL REHABILITATION CENTER
- TUMBLEWEED YOUTH SHELTER
- GUIDING STAR LODGE SHELTER
- SALVATION ARMY ARC
- INDIAN REHABILITATION
- FAMILY EMERGENCY SHELTER
- EL MIRAGE CAP OFFICE
- FAMILY ACCOMMODATION SCHOOL
- HARBOR LIGHT
- POCKET SHELTERS

ARIZONA DEPARTMENT OF EDUCATION,
DIVISION OF ADULT EDUCATON

C. Diane Bishop, Superintendent
Richard Condit, Associate Superintendent and
State Director for Vocational/Technological Education
Dr. Gary A. Eyre, State Administrator
John Garth, State Director
Maureen Ambrose, Education Specialist Homeless Initiative Coordinator
Lupe Castillo, Administrative Assistance, Finance
F. Alicia Tamala, Division Secretary

PIMA COUNTY ADULT EDUCATION
Greg Hart, Director
Sue Mincks, Associate Director
Kathie Oehme, Homeless Education Coordinator

- PRIMAVERA FOUNDATION
- TRAVELERS AID
- SALVATION ARMY
- GATEWAY LARC

NATIVE AMERICAN FOCUS GROUP

- PIMA COUNTY ADULT EDUCATION
  Provider
- TUCSON INDIAN CENTER
  Provider, Technical Support, Outreach
- PHOENIX INDIAN CENTER
  Provider, Technical Support, Outreach
- YUMA COUNTY LIBRARY DISTRICT
  Provider
- VI-IKAM DOAG INDUSTRIES
  Technical Support, Outreach, Special Provider
- INTERTRIBAL COUNCIL OF ARIZONA
  Technical Support, Outreach
- NATIVE AMERICANS FOR COMMUNITY ACTION
  Provider, Fiscal Agent
- LUTHERAN SOCIAL MINISTRIES OF THE SOUTHWEST
  Technical Support, Outreach
- DOWNTOWN NEIGHBORHOOD LEARNING CENTER
  Provider
- FORT DEFIANCE BIA
  Provider

EXHIBIT D

1993 HOMELESS PROVIDERS LIST

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ARIZONA DEPARTMENT OF EDUCATION

ADULT EDUCATION DIVISION
HOMELESS PROVIDERS LIST
Grant Year 1993
January 1, 1993 - December 31, 1993

Downtown Neighborhood Learning Center, Inc.
805 West Madison
Phoenix, Arizona 85007
Director: Ms. Marcia Newman
PHONE: (602) 256-0784

Pima County Adult Education
130 West Congress
Tucson, Arizona 85701
Director: Mr. Greg Hart
PHONE: (602) 740-8695
FAX: (602) 623-9308

also mail copies to:
Ms. Kathie Oehme
Homeless Education Project
3200 North Los Altos Avenue
Tucson, AZ 85705
PHONE: (602) 293-3421

Yuma County Library
350 South Third Avenue
Yuma, Arizona 85364
Director: Ms. Constance C. Hey
Contact Person: Mr. Frank Colegrove
PHONE: (602) 782-1871 Ext. 17
FAX: (602) 782-9420 (Library)

also mail copies to:
Mr. Frank Colegrove
Lower Lights Rescue Mission
944 South Arizona Avenue
Yuma, AZ 85364
PHONE: (602) 783-9362

Native Americans for Community Action, Inc.
2717 North Steves Boulevard, Ste. 11
Flagstaff, AZ 86004
Interim Director: Ms. Terri Beeson
PHONE: (602) 526-2968
FAX: (602) 526-0708

also mail copies to:
Ms. Joanne H. Stucjus
Native Americans for Community Action, Inc.
2717 North Steves Boulevard, Ste. 11
Flagstaff, AZ 86004

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REV. September 3, 1993

HOMELESS PROVIDERS SUB-CONTRACTORS

Bureau of Indian Affairs-OIEP
Branch of Adult Education
Fort Defiance Agency
P.O. Box 110
Fort Defiance, AZ 86504-0110
Director: Mr. Stanley Kedelty
Contact Person: Mr. Charles E. Johnson
Phone: 729-5041 Ext. 282
FAX: 729-5041 Ext. 286

Phoenix Indian Center, Inc.
2601 North 3rd Street, Ste. 100
Phoenix, AZ 85004-1144
Director: Ms. Sandra Wilks
Special Services Manager
Phone: 263-1017
FAX: 263-7822

Tucson Indian Center
131 East Broadway
P.O. Box 2307
Tucson, AZ 85702
Director: Mr. Bill Quiroga, Executive Director
Phone: (602) 884-7131

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REV. September 3, 1993

EXHIBIT E

ARIZONA HOMELESS EDUCATION LEADERSHIP ORGANIZATION

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ARIZONA HOMELESS EDUCATION LEADERSHIP ORGANIZATION

MISSION STATEMENT

The Arizona Adult Homeless Education program Dreamcatcher: A Vision for Change Mission is to assure that homeless adults have equal access to quality education opportunities and support services that address the specific needs of that population and the community which supports them, so that they may acquire the knowledge and skills needed for more effective and active participation in society.

BELIEF STATEMENTS

- We recognize that homelessness has marginalized increasing numbers of people in Arizona and the nation.
- We believe that within our communities homeless persons can fully participate as contributing numbers of society when education is part of a comprehensive plan.
- We advocate for efforts to serve homeless adults and to provide professional leadership in the field of adult education.
- We affirm the need to invest in the educational development of homeless adults if the U.S. is to compete in the global economy.

PROPOSED ACTIVITIES

- Collaborate with Coalitions, Advocacy groups, Community-Based Organizations and Tribal Groups to coordinate assistance to homeless persons.
- Coordinate education and life skills training for homeless adults.
- Advocate for housing, health care, and vocational support services.
- Identify areas for policy revisions and legislative reform.
- Utilize mass media and public forums to educate for public awareness and to highlight program and participant success.
- Become an integral group member in COABE (Commission on Adult Basic Education) and AAACE (American Association for Adult and Continuing Education) and a contributor to the National Staff Development Consortium.

STATEWIDE PROJECTS

Downtown Neighborhood Learning Center
805 West Madison
Phoenix, AZ 85007
(602) 256-0784

Native Americans for Community Action, Inc.
2717 North Steves Blvd., Ste. 11
Flagstaff, AZ 86004
(602) 526-2968
FAX: 526-0708

Pima County Adult Education
130 West Congress, Rm. 540
Tucson, AZ 85701
(602) 740-8695
FAX: 623-9308

Yuma County Library
350 South Third Avenue
Yuma, AZ 85364
(602) 782-1871 Ext. 17
FAX: 782-9420

Maureen Ambrose and John Garth
Arizona Department of Education
Division of Adult Education
1535 West Jefferson, Bin #26
Phoenix, AZ 85007
(602) 542-5280 - FAX: 542-1849

EXHIBIT F

BRIEF ARTICLE ON HOMELESS ADULT EDUCATION PROJECT IN ARIZONA

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Arizona

Department of Education, Division of Adult Education
Maureen Ambrose, Coordinator, Homeless Adult Education
(602) 542-5280

Dreamcatcher: A Vision for Change -- The Arizona Response

In 1992, Cheryl was among the more than fourteen thousand homeless people in Arizona. With only 1,600 transitional shelter beds available, programs struggle to prepare individuals for independent living. Mild weather and perceived economic opportunity draw low-skilled workers to this state. False prospects for jobs lure Native Americans off reservations to urban centers.

The Arizona Department of Education's Dreamcatcher project is an integral part of Arizona's response to the needs of homeless persons.

The purpose of Arizona's Homeless Adult Education Project is to provide **literacy** training, **basic skills** remediation, and **life skills** enhancement to 2,745 homeless adults throughout Arizona over a 36-month period. The design includes a customized curriculum and the establishment of a matrix of services for homeless people. In FY 1993 Arizona received $297,500 from the U.S.Department of Education, Stewart B. McKinney Act funds.

The 1992 projects (Downtown Neighborhood Learning Center, Pima County Adult Education, Yuma County Adult Education and Native Americans for Community Action) helped plan this proposal and now serve the educational needs of the state's homeless population during the 1993-95 grant period. The project is designed to continue present services and expand sites begun under the Stewart B. McKinney Homeless Assistance Act. Services to the Native American population will increase 25% within the three year period. The Arizona Department of Education will continue to work cooperatively and collaborate with all appropriate agencies and tribal governments to ensure coordinated planning and delivery of all services to homeless persons statewide.

From the onset, and in keeping with the Adult Homeless Education mission statement, the Arizona program has been designed to meet the specific needs of a culturally diverse population of homeless adults. The "Dreamcathcer" symbol is used by several Native American cultures. According to belief, the dreamcatcher serves as a filter and protection allowing only the good dreams to pass through. We envision it to symbolize the homeless person's potential to progress beyond the entrapment of fear and despair into a stable life of self-determination and self-sufficiency. Plainly, it symbolizes our vision of hope for adult education for this vulnerable population. We are engaged in an effort to improve the life chances of homeless persons and we are in search for better understanding of the interventions that will work.

Among the Arizona providers of services there is consensus on the critical elements of successful intervention. At all sites mechanisms are in place to attempt to meet the multiple needs of each homeless person who enters a local program. Successful outcomes for homeless students appear to depend on how each of the local program staff work co-operatively to assess needs, design the IEP (individual education plan), use pre & post test and other pertinent assessments, develop and implement activities to effect their objectives/measure successes, and evaluate each student's learning experience.

The four local programs' comprehensive approach to serving homeless individuals includes: case management, information and referral, life skills plus various components of academic study and remediation and linkages within a prearranged network of community resources. Services are client centered. Curriculum is focused around individual student's goals. Lifelong learning is encouraged. Program coordinators, mentors and volunteers work as a team but keep their roles separate for effective coordination of services and to serve a maximum number of clients. Staff development is paramount.

The various academic, life skills and family education, and job preparation components of training promote progress to meet the National Education Goals for the 21st Century.

CHERYL'S STORY

I am a middle-aged woman who suffers from an assortment of mental illnesses, including paranoid schizophrenia. Because of my sicknesses, I was unable to finish high school. And now, 30 years later, I am mentally stable to do so. I began attending the Homeless Education Project's class at Our Place Clubhouse in September, 1992, and have been coming regularly to classes since then.

Like many people with mental illnesses, I am taking medication which prevents me from concentrating and sitting for long spans of time. Also, because of my situation, I have extreme difficulty following discussions, thinking in a rational process, and I lost many of my academic abilities.

Considering all the above obstacles, a person might think my case was hopeless. However, since I have been attending the adult education class, each of my learning problems has dramatically decreased.

Each member of this class sets academic, personal, and life skills goals for a two-month period, after which we assess our selves to determine which goals we accomplished. Some common personal and academic goals include: being able to sit for 45 minutes at a time, read and comprehend short stories, increase self-confidence, communicate rationally, and interact with other class members.

When I first began coming to class, I would have to get up every 10 to 15 minutes to use the restroom, smoke, etc. I was also unable to complete a rational thought without hesitating, questioning myself, and straying from my point of view. In addition, I could not concentrate long enough to follow the plot of a story. Of course, to alleviate these problems were and are my primary short term goals. Now, just five months later, I can remain in the classroom for the entire two-hour period with only one break. I regularly and enthusiastically contribute to solid class discussions and initiate many of them. Finally, I also have been taking some of the GED pretests. Together, my determination and the existence of an education class have enabled my awakening and give me hope in leading a normal and productive life.

After my class ended in February 1993. I enrolled in a math class at Eastside Learning Center. My original class was in special education for the chronically mentally ill. Now I am mainstreamed in a regular adult education classroom and I am very proud.

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EXHIBIT G

1993 JOBS PROVIDERS LIST

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ARIZONA DEPARTMENT OF EDUCATION

ADULT EDUCATION DIVISION
DES/JOBS PROVIDERS LIST
GRANT YEAR 1993
July 1, 1993 - June 30, 1994

Central Arizona College - Pinal County Community College District
8470 North Overfield Road
Coolidge, AZ 85228
Director: Ms. Martha Honeycutt
PHONE: 426-4220

Downtown Neighborhood Learning Center, Inc.
805 West Madison
Phoenix, AZ 85007
Director: Ms. Marcia Newman
PHONE: (602) 256-0784

Friendly House, Inc.
801 South First Avenue
P.O. Box 3695
Phoenix, AZ 85030
Director: Dr. Annemarie Pajewski
PHONE: (602) 257-1870

Glendale Adult Education
Gary Tang Adult Education Center
7301 North 58th Avenue
Glendale, AZ 85301
Director: Mr. Mark Branes
PHONE: (602) 842-8164

Maricopa County Adult Probation
Frank X. Gordon Literacy Center
245 North Centennial Way, Room 105
Mesa, AZ 85201
Director: Mr. Mike McCarthy
PHONE: (602) 461-4501

Mesa Public Schools
1025 North Country Club Drive
Mesa, AZ 85201
Director: Ms. Gayle Gibson
PHONE: (602) 649-2139

Phoenix Union High School
Adult Basic Education
1900 West Thomas Road
Phoenix, AZ 85015
Director: Mr. Larry Ockenfels
PHONE: (602) 271-2919

Pima County Adult Education
130 West Congress, Rm. 540
Tucson, AZ 85701
Director: Mr. Greg Hart
PHONE: (602) 740-8695

Pima County Adult Probation
6390 East Broadway
Tucson, AZ 85710
Director: Ms. Gayle Siegel
PHONE: (602) 571-9540/9551

Rio Salado Community College
640 North First Avenue
Phoenix, AZ 85003
Director: Ms. Karen Mills
PHONE: (602) 223-4280

Wesley Community Center
1300 South 10th Street
Phoenix, AZ 85034
Director: Mr. Pedro Denga
PHONE: (602) 252-5609

F:\TAMALA\WP\LISTS\JOBSPRLS
REV. September 3, 1993

EXHIBIT H

PIMA COUNTY ADULT EDUCATION - U.S. DEPARTMENT OF EDUCATION SECRETARY'S AWARD ARTICLE

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Pima County Adult Ed the Best in U.S.

On Nov. 16, Pima County Adult Education received the U.S. Secretary of Education Award for Outstanding Adult Education and Literacy Programs. TCCC extends its congratulations to Pima County Adult Education and Project RAISE for national recognition of their excellence.

Since 1990, TCCC has worked with Project RAISE, a Pima County Adult Education program, to provide training in video production for adults with developmental disabilities, such as mental retardation and Down's syndrome. The joint program is Project VITAL (Video Induced Training and Learning).

In early 1993, a new group of Project RAISE students will receive video training at TCCC through Project VITAL. The first group of Project VITAL students now produce the television series *Blue Venetian Blinds*. The program can be seen on channel 49 on Saturdays at 7 p.m. and on Wednesdays at 2:30 p.m. Project RAISE Coordinator Cindy Meier indicates that they plan to try and integrate the VITAL students into working on shows by other TCCC producers.

Project VITAL and Project RAISE also were featured in the September/October issue of *Community Television Review*. Meier noted, "I just cannot over-emphasize the personal difference our access project has made in the lives of these individuals--they are able to express themselves, to express something that they've never seen on TV before, something about their own real lives."

Pima County Adult Education serves about 9,000 people each year. It offers literacy instruction, GED classes for those working on high-school equivalency degrees, training in English as a second language and an outreach program for deaf children.

EXHIBIT I

PROGRAM QUALITY INDICATORS

ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

PROGRAM QUALITY INDICATORS

#1a EDUCATIONAL GAINS INDICATOR

Learners identify and/or demonstrate progress toward achievement of knowledge and abilities that support their individual educational needs and goals.

#1b EDUCATIONAL GAINS INDICATOR

Learners demonstrate progress in the instructional program, or learners complete the program educational requirements that allow them to continue their education or training.

#2a PROGRAM PLANNING INDICATOR

The local project strategic plan has a set mission, goals & objectives that address

State
Local
Project
and Community Needs

The program has an ongoing, participatory planning process. It is guided by the quality indicators and results in a written plan that considers present and future community demographics, needs, and resources.

#2b PROGRAM PLANNING INDICATOR

The written plan has a stated purpose based on need, includes broad-based collaboration, logical goals and measurable objectives, as allowed by resources and demonstrates accountability.

#3 CURRICULUM & INSTRUCTION INDICATOR

The program has curriculum and instruction designed to meet the educational needs of students with diverse educational and cultural backgrounds.

#4 STAFF DEVELOPMENT INDICATOR

The program has an ongoing staff development initiative.

#5 SUPPORT SERVICES INDICATORS

The local program identifies the process for determining the learner's needs for support services.

The local program provides support services directly or through referral to other appropriate service providers.

The local program identifies the process for follow-up and feedback.

The local program identifies the process for evaluating impact of support services.

#6 RECRUITMENT & RETENTION SUCCESS INDICATOR

The program successfully recruits the population in the community identified in the Adult Education Act and the Arizona State Plan as needing basic educational services.

EXHIBIT J

AGENDA FOR FALL DIRECTORS' INSTITUTE

Director Institute

Wednesday
September 30, 1992
Ballroom

8:00 - 9:00 am	Registration and Buffet Breakfast	
9:00 - 10:00 am	Welcome & Introductions	Richard Condit
	Legislation and Funding Update	Judy Richardson
		Gary A. Eyre
		John Garth
10:00 - 10:15 am	BREAK	
10:15 - 10:30 am	Advisory Committee for Adult Education and Literacy	Committee
10:30 am - Noon	Project Updates	
	Overview	Gary A. Eyre
	Consortium	Mark Branes
	Data Collection	Greg Hart
		Scott Morris
	Newsletter	Marcia Hobson-Alderman
	Resource Center	Judith Loucks
	Counseling in the Classroom	Kathy Budway
		Jim Lipson
	JOBS/Skills Enhancement	DES
	McKinneyAdult Education for Homeless Persons	John Garth
	Family Literacy	Gayle Gibson
Noon - 1:30 pm	Community Corrections Update	Michael McCarthy
	LUNCH	Michael Thomsen
	GED TV	Mesa Public Schools
1:30 - 2:00 pm		Pat Taylor
2:00 - 4:30 pm	Americans with Disabilities Update	Open Forum
	Program Quality Indicators	
	Overview	Gary A. Eyre
	Roundtable Discussion	John Garth
	Indicator Review & Development	
5:00 - 6:00 pm	**RECEPTION**	

Grantwriting Seminar

Thursday
October 1, 1992
Ballroom

	Registration - Coffee	**PRESENTERS**
8:00 am	Grantwriting Seminar	Gary A. Eyre
8:30 am		Joanne Stucjus
	No Host Luncheon	Susana Mincks
Noon - 1:30 pm		Marcia R. Newman
	Grantwriting Seminar	Michael McCarthy
1:30 - 5:00 pm		
5:00 - 8:00 pm	**Registration & Reception for the 1992 Adult Education Conference - - EXHIBITS OPEN**	

Grantwriting Seminar
Presenters

Gary A. Eyre is State Administrator, Adult Education Services for the Arizona Department of Education. Dr Eyre has responsibility for two administrative divisions; the Division of Adult Education and the Arizona General Educational Development (GED) Testing Service. There are nine program areas in the adult education services unit. In this capacity, Dr. Eyre serves as grantor or administrator for over $6 million of federal and state grants each year.

Joanne Stucjus holds a B.S. in Art from SCSC and an MEd in Elementary Education from Boston University. She began her grant-writing career in 1985 and since, has written successful proposals for the Hopi Tribe, Native Americans for Community Action, private organizations, and the State of Arizona. Ms. Stucjus's proposals have been funded for over $1.5 million government dollars this year alone.

Susana Mincks has been Associate Director of Pima County Adult Education (PCAE) for six years, a position which includes the responsibility of grantwriting for the agency. PCAE is a totally grant-funded agency, and Ms. Mincks either writes or assists others in writing approximately 25 grants each year. PCAE's grants have a high rate of success including the recent selection of its grant as one of only five chosen from a pool of 100 by the National Center for Family Literacy for a three year award of $225,000.

Marcia R. Newman has Bachelor's and Master's degrees in English and Reading and has taught and administered adult education programs for 11 years. She is the Founder and Executive Director of the Downtown Neighborhood Learning Center and an accomplished fundraiser.

Michael McCarthy is the Director of the Frank X. Gordon Literacy Center. He has been in adult education for the past ten years and is currently the President of the Arizona Association for Adult, Community and Continuing Education. He has been involved in grant writing and proposal writing for nine years and has written proposals to both government agencies and foundations.

Agenda

Registration	Foyer		8:00 - 8:30
Where's the Money	Ballroom	Gary A. Eyre Michael McCarthy	8:30 - 9:15
Making a Name for Yourself	Ballroom	Marcia R. Newman	9:15-10:00
Is This RFP for You	Ballroom	Susana Mincks	10:00-10:30
Break			10:30 - 10:45
Anatomy of a Grant	Ballroom	Susana Mincks	10:45 - 11:45
Rap Up	Ballroom	Joanne Stucjus	11:45 - 12:15
No Host Lunch			12:15 - 2:00
Breakouts			2:00 - 4:30
Room - Augustine			
Taking the First Bite		Joanne Stucjus	
Detailed Information on Grantwriting Fundamentals		Michael McCarthy	
Room - Delores			
Expanding your Grantwriting Horizons		Susana Mincks	
Advanced Anatomy in an Interactive Setting			
Room - Xavier			
Setting the Climate		Marcia R. Newman	
Packaging and Selling Your Program			
The Last Word	Ballroom		4:30 - 5:00

EXHIBIT K

AGENDA FOR SPRING DIRECTORS' INSTITUTE

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ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION & GED TESTING SERVICES

SPECIAL MEETING FOR PROJECT DIRECTORS
RAMADA HOTEL-SKY HARBOR
1600 SOUTH 52ND STREET

..... AGENDA .....

March 4, 1993 (Thursday)

9:00 - 10:00 AM	Registration	
10:00 - 10:30 AM	Introduction to Arizona Adult Literacy and Technology Resource Center	Gary Eyre, Judith Loucks and Miriam Kroeger
10:30 - 11:00 AM	Legislative Activities - State and Federal	Gary Eyre
11:00 - 11:15 AM	GED Testing Update	Pat Taylor
11:15 - Noon	Introduction/Explanation of Program Quality Indicators	Greg Hart, Gary Eyre and John Garth
Noon - 1:30 PM	LUNCH	
1:30 - 5:00 PM	Round Tables on Quality Indicators	
6:00 - 8:00 PM	Dinner/Results of Round Tables	Group Facilitators

March 5, 1993 (Friday)

7:30 - 8:30 AM	Breakfast	
8:30 AM - Noon	Data Collection	Scott Morris
	FY 1994 Calendar	Gary Eyre
	Consortium	Mark Branes
	353 Update	Gary Eyre
	Reports on STAR	Karen Mills and John Wilson
Noon - 1:30 PM	LUNCH	
1:30 - 3:00 PM	Program Funding - Current and Interested Providers	John Garth and Lupe Castillo

EXHIBIT L

STAFF DEVELOPMENT CONSORTIUM MAP

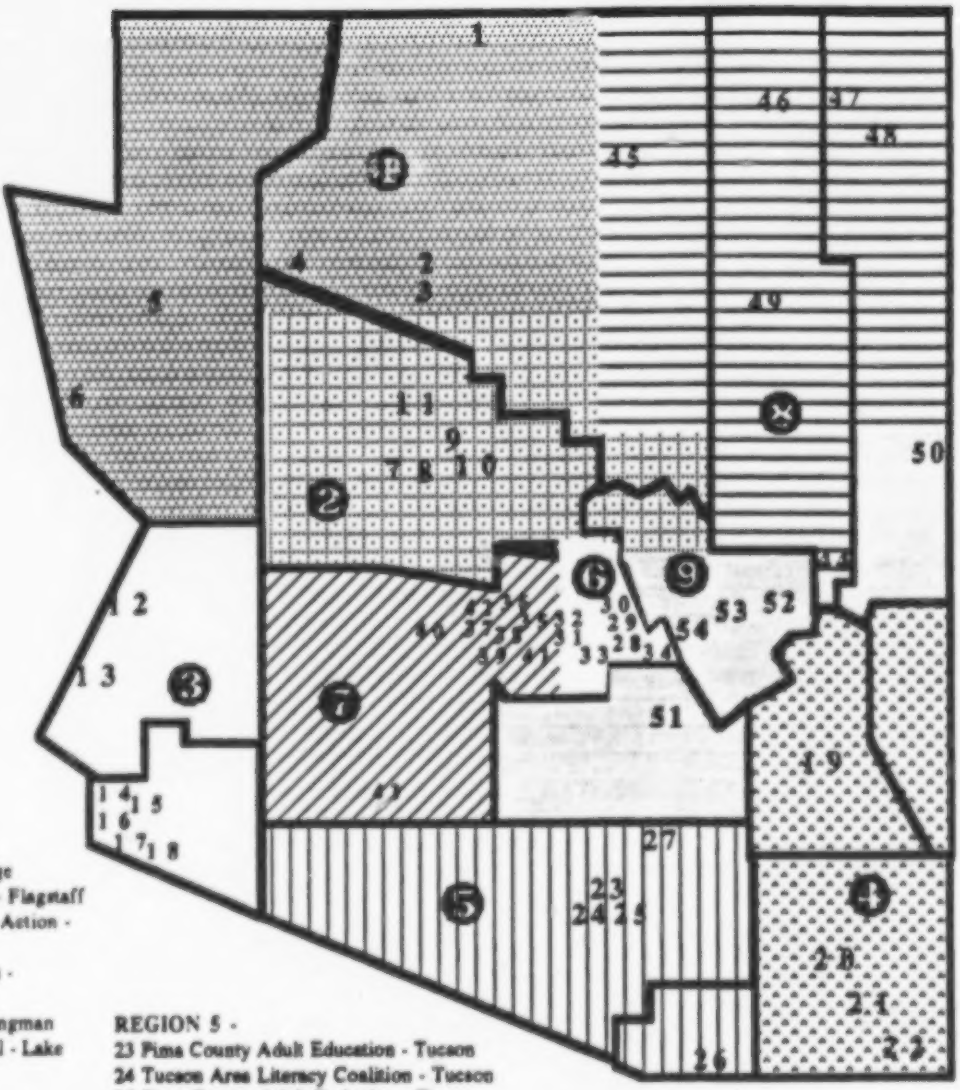
ARIZONA ADULT EDUCATION STAFF DEVELOPMENT CONSORTIUM

of the

ARIZONA ADULT LITERACY & TECHNOLOGY RESOURCE CENTER

730 E. Highland Ave.
Phoenix, AZ 85014-3625
Phone: (602) 265-0231
Fax: (602) 265-7403

Revised
July, 1993



REGION 1 - Joanne Stucjus
1 Page Unified School District - Page
2 Flagstaff Unified School District - Flagstaff
3 Native Americans for Community Action - Flagstaff
4 Williams Adult Education Program - Williams
5 Mohave Community College - Kingman
6 Lake Havasu Area Literacy Council - Lake Havasu

REGION 2 - JoLynne Richter
7 Yavapai College - Prescott
8 Prescott Valley Library - Prescott Valley
9 Verde Valley Literacy Program - Clarkdale
10 Camp Verde Adult Reading Program - Camp Verde

REGION 3 -
12 Parker Unified School District - Parker
13 Quartzsite Elementary School District - Ehrenberg
14 Yuma County Library District - Yuma
15 Yuma Elementary School District - Yuma
16 Crane Elementary - Yuma
17 Chicanos Por La Causa - Somerton
18 Somerton Elementary District - Somerton

REGION 4 - Trudy Berry
19 Eastern Arizona College - Thatcher
20 U of A-Ft. Huachuca ABE - Sierra Vista
21 Bisbee Unified School District - Bisbee
22 Cochise College - Douglas

REGION 5 -
23 Pima County Adult Education - Tucson
24 Tucson Area Literacy Coalition - Tucson
25 Pima County Adult Probation - Tucson
26 Nogales Unified School District - Nogales
27 Arizona Boys Ranch - Queen Creek

REGION 6a - Mike McCarthy
28 Gilbert Public Schools - Gilbert
29 Maricopa County Adult Probation - Mesa
30 Mesa Public Schools - Mesa
31 Project Arts, Inc. - Phoenix
32Wesley Community Center - Phoenix

REGION 6b - Barbara Messinger
33 Tempe Union High School District - Tempe
34 Queen Creek Unified School District - Queen Creek

REGION 7a - Jodi Decker
35 Friendly House - Phoenix
36 Literacy Volunteers of Maricopa County - Phoenix
37 Phoenix Union High School District ABE - Phoenix
38 Rio Salado Community College - Phoenix

REGION 7b - Vanda Aka
39 Downtown Neighborhood Learning Center - Phoenix
40 Glendale Adult Education - Glendale
41 Lutheran Social Ministries - Phoenix
42 Phoenix Indian Center - Phoenix
43 Vi-IKAM Doag Industries - Gila Bend

REGION 8 - Lynn Carey
44 White Mountain Apache Tribe - Whiteriver
45 Tuba City Junior High School - Tuba City
46 Kayenta Unified School District - Kayenta
47 Rough Rock Community School - Rough Rock
48 Navajo Community College - Chinle
49 Northland Pioneer College - Holbrook

REGION 9 - Heidi Fulcher
50 Apache County School Superintendent - Eager
51 Central Arizona College - Coolidge
52 Eastern Arizona College - Globe
53 Gila Literacy Program - Miami
54 Superior Unified School District - Superior

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EXHIBIT M

NEWS RELEASE ON ARIZONA ADULT LITERACY AND TECHNOLOGY RESOURCE CENTER

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Public Information Office
(602) 542-4709

N·E·W·S

C. Diane Bishop
Superintendent

ARIZONA DEPARTMENT OF EDUCATION

FOR IMMEDIATE RELEASE Jan. 7, 1993

Contact: Dr. Gary Eyre, 542-5281
Nancy Blair, 542-5072
Judith Loucks, 1-800-422-4339, ext. 4452

ADULT EDUCATION PARTNERSHIP:
GOVERNOR AND EDUCATION AGENCIES EXPAND STATE LITERACY AND TECHNOLOGY RESOURCE CENTER

(Phoenix) - Governor Fife Symington and state Superintendent of Public Instruction C. Diane Bishop announced today that a three-year grant from the U.S. Department of Education will be used in conjunction with other federal grant monies to expand the Arizona Literacy and Technology Resource Center in Phoenix.

The increased funding will permit the Center, located in the facilities of Literacy Volunteers of Maricopa County, 730 E. Highland Ave., to enhance the staff development services it provides to teachers, literacy organizations and local providers of adult basic education programs. The grant includes funding to expand the awareness of Arizona adult literacy needs and services.

"Attaining this federal funding to expand the Arizona Literacy and Technology Resource Center represents our continuing commitment to adult education," Gov. Symington said. "The Resource Center works with thousands of adults to encourage literacy; this is a top priority for our state."

Sixty thousand adults were served through Arizona's four major adult literacy program areas in fiscal 1992: adult basic education, citizenship classes, English-for-speakers-of-other-languages, and General Educational Development (GED) and GED Testing.

"The demands on our practicing adult educators, and new professionals and volunteers entering the adult literacy field, are great," said Supt. Bishop. "By pooling the efforts of the Governor's Office, the Arizona Department of Education and Literacy Volunteers of Maricopa County, we can provide direct access to up-to-date resources for all adult education providers and the communities they serve statewide. I commend Gov. Symington for spearheading this effort on behalf of Arizona's undereducated adults."

over . . .

• 1535 WEST JEFFERSON • PHOENIX, ARIZONA 85007 • (602) 542-4361 •

The Resource Center is home to the Arizona Staff Development Consortium which, through 11 master teachers, a project director and the Literacy Volunteers of Maricopa County project director, promotes linkages between business and industry and local literacy service providers; offers staff development opportunities to adult educators; and promotes the use of exemplary curriculum materials and instructional approaches and methods, especially through the use of technological delivery systems.

The Resource Center's current annual budget will be nearly tripled through the combining of funds the Governor's Office has received on Arizona's behalf under the National Literacy Act of 1991 ($52,735) with Arizona Department of Education Division of Adult Education federal special projects grant money ($81,265) and Literacy Volunteers funding ($13,184).

The additional funding will allow the Resource Center to assist in the creation of additional intra-/interagency agreements to provide adult literacy support services throughout Arizona, to increase the quality and quantity efforts of adult literacy services through an improved information and communication system, and to improve program planning and curriculum offerings. In addition, the Resource Center will be able to extend its current hours of operation from 40 hours a week to 53, including six hours on Saturdays.

# # #

EXHIBIT N

AGENDA FOR GED EXAMINERS' INSTITUTE

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Instructional/Testing Linkages
Moderators: Emily Weinacker, Mesa Community College and David Merkley, Glendale Community College

Multiple Testing Sites/Test Transporting
Moderators: Mary Grace Wendel, Tucson and Mike Yanko, PUHSD

Special Accommodation Testing
Moderators: Barbara Wanland, MCC-Lake Havasu and Bob Lezniak, CAC-Superstition Mountain

9:00 am **Round Table Discussions** (Repeat sessions)

9:45 am **Coffee Break**

10:15 am **Credibility Issue**
Current GEDTS Update . . . . Fred Edwards

11:15 am **Free time**

11:45 pm **Buffet Lunch,** *Prescott/Yuma Room*

1:00 pm **Contract Renewals**
Ahwatukee Evaluations
Room A/B Announcements

Travel Reimbursement

Adjournment

HAVE A SAFE TRIP H☺ME!

GED EXAMINERS' INSTITUTE

BEST WESTERN GRACE INN - AHWATUKEE

SEPTEMBER 23 - 24, 1993

CO-SPONSORED BY
PHOENIX COLLEGE

AND

ARIZONA DEPARTMENT OF EDUCATION
ADULT EDUCATION DIVISION
GED TESTING SERVICE

C. DIANE BISHOP, SUPERINTENDENT

☞ THURSDAY, SEPTEMBER 23, 1993 ☜

8:00 am **Registration/Continental Breakfast,** ***Veranda***

9:00 am **Welcome/Introductions** . . . . Pat Taylor, Administrator, Arizona GED Testing Service
Ahwatukee Room A/B
9:10 am John Garth, Director Adult Education

9:20 am **Agenda Highlights** . . . . Pat Taylor

9:30 am **ADE Special Accommodation Testing** . . . Fred Edwards, Assistant Director, GEDTS

10:30 am **Break**

11:00 am **NALS Study** . . . . Mike Yanko, PUHSD

11:20 am **Monitoring the Arizona GED Testing Sites** . . . . Betty Mills, Consultant

12:15 pm **Awards Luncheon**
Prescott/ Yuma Room

Greeting . . . . Richard Condit, Associate Superintendent and State Director for Vocational Technological Education

Presentation of Awards . . . . Pat Taylor and Carol Walrath
- Examiner Recognition
- Marketing Award
- Special Populations Testing Award
- Rookie of the year
- Distinguished Service Awards (2)
- Exemplary Testing Center Awards (2)

2:00 pm **GED Improvisational Theater**
Ahwatukee Room A/B
Narrator: Maureen Ambrose, ADE
Players: Betty Bernheim, Rich Fortner, Mel Rife, Carol Walrath, John Wilson, Mike Yanko

2:30 pm **Essay Scoring and Processing** . . . . Dani Boles, Oklahoma Scoring Service
Cliff White, ADE and Pat Taylor

3:30 pm **Break**

4:00 pm **"Back to the Basics" Informal Discussion** . . . . Pat Taylor

4:45 pm **Adjournment**

Dinner on-your-own

☞ FRIDAY, SEPTEMBER 24, 1993 ☜

7:00 am **Breakfast Buffet,** ***Prescott Yuma Room***

8:00 am **Agenda Overview**
Ahwatukee Room A/B
Announcements . . . . Pat Taylor
8:15 am **Round Table Discussions**

Correctional Testing/Transfers
Moderators: Rich Fortner, ADE and Mike Fortin, ADE

GED Staff Q&A
Moderators: Carol Walrath and Martha Rosalez

Graduations/Scholarships
Moderators: John Wilson, MCC-Kingman and Ron Troutman, Northland Pioneer College

Instructional Program Support
Moderators: John Garth and Maureen Ambrose

EXHIBIT O

"THE ARIZONA GED EXAMINERS' CHRONICLE"

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THE ARIZONA GED EXAMINERS' CHRONICLE

Ruth Heeder, Editor

September 1, 1993

GED CREDIBILITY

I recently returned from the Annual GED Administrators Conference in San Francisco and would like to share some information with you.

Jean Lowe, the director of GEDTS, addressed the credibility issue of the GED program. In doing so she talked about the recent Cameron and Heckman Study in Chicago. Many of you remember the assertions made by these two researchers in comparing high school graduates and recent GED recipients. In brief, the two researchers suggested that the GED was not nearly as credible as it used to be and that high school graduates were far more successful at comparable ages.

Ms. Lowe and her GEDTS staff have responded in the media in defense of the program. GED graduates from around the country also responded soundly in defense of their diploma. As a result, the GED has actually gained in credibility. Ms. Lowe now suggests that we gather up momentum and continue to increase our efforts in promoting GED credibility. She suggested that we attempt to reach secondary "consumers" of GED Diplomas. To spread the word to employers, colleges and universities, boards of education, the media, and legislative leaders. She further challenged us to find ways to tell these consumers what we do and how our activities and programs make a difference in our communities and in the lives of the individual graduates. She emphasized that we must all work together as administrators, examiners, adult educators and GED program directors and teachers. Let the public know what we know—that we have a quality program. We must strive to continue to provide that "second chance" to all who need our services.

—Pat Taylor
State GED Administrator

GED GROWTH

The 1992 GED Statistical Report, published by the GED Testing Service, which is administered by the American Council on Education, indicates that during 1992, the GED testing program served more adults with documented disabilities, as the number of such candidates rose by 46 percent. The number of individuals who took the GED Tests using audio-cassette, Braille, and large print increased by 37 percent over 1991, and total requests for accommodations for specific learning disabilities went up by 39 percent.

Other findings of the study include:

- The average age of GED candidates in 1992 was 27.
- The majority of GED candidates completed 10th grade or higher before leaving school.

American Council on Education

Catch me a fish and I can eat for a day; teach me how to fish and I can eat for a lifetime.

—An Ancient Proverb

NOTES FROM PAT

Other topics of discussion at the Conference in San Francisco were the possibility of regional meetings, special accommodation testing and the ADA, GED student recognition and success stories. These topics will be included in our Institute this year.

I want to thank all of you personally that worked throughout the summer. It was wonderful to be able to refer examinees to so many centers accessible to them. You deserve a "pat" on the back for your efforts!

I look forward to seeing you in September at the Institute. This year's agenda is designed by *you* from last year's evaluations. I *know* you will enjoy it!

—Pat Taylor
State GED Administrator

DREAMCATCHER: A Vision for Change

The Arizona Department of Education's Dreamcatcher project is an integral part of Arizona's response to the needs of homeless persons. The purpose of this Homeless Adult Education Project is to provide **literacy** training, **basic skills** remedition, and **life skills** enhancement to 2,745 homeless adults throughout Arizona over a 36-month period. The design includes a customized curriculum and the establishment of a matrix of services for homeless people.

The program has been designed to meet the specific needs of a culturally diverse population of homeless adults. The "Dreamcatcher" symbol is used by several Native American cultures. According to belief, the dreamcatcher serves as a filter and protection allowing only the good dreams to pass through. We envision it to symbolize the homeless person's potential to progress beyond the entrapment of fear and despair into a stable life of self-determination and self-sufficiency. Plainly, it symbolized our vision of hope for adult education for this vulnerable population. We are engaged in an effort to improve the life chances of homeless persons and we are in search for better understanding of the interventions that will work.

The Downtown Neighborhood Learning Center, Pima County Adult Education, Yuma County Adult Education and Native Americans for Community Action helped plan this proposal and now serve the educational needs of the state's homeless population during the 1993-1995 grant period.

—Maureen Ambrose, Coordinator
Arizona Homeless Adult Education

SWEET SUCCESS

To help defend the credibility of the GED in our state, we are looking for "success" stories from you.

STATE GED STAFF

Gary A. Eyre	State Administrator/ Adult Education Services
Pat L. Taylor	State GED Administrator/ Program Director
Carol Walrath	GED Records Supervisor
Mel Rife	GED Secretary
Martha Rosales	GED Technician
Dianne Augustus	GED Technician

EXHIBIT P

TECHNICAL REVIEW FORM

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ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

TECHNICAL REVIEW FORM

Project: ______________________________ Date: ____________________

Funds Requested: $ ____________________

Previously Funded Project: Yes ☐ No ☐

New Project: Yes ☐ No ☐

Project Purpose: ABE (0-4)	☐	ABE (5-8)	☐	ESOL	☐
GED (9-12)	☐	CIT	☐	Other	☐

A. PREVIOUSLY FUNDED PROJECT

1. Proposal received by due date. Yes ☐ No ☐

Comment: ______________________________

____

____

2. Project has history of adhering to all rules and regulations. Yes ☐ No ☐

Comment: ______________________________

____

____

3. Project has history of completing and submitting all required reports in a timely manner. Yes ☐ No ☐

Comment: ______________________________

____

____

4. Project operated in an efficient and prudent manner and utilized volunteers where possible. Yes ☐ No ☐

Comment: ______________________________

____

____

5. Project demonstrated a high level of retention and overall student progress. Yes ☐ No ☐

Comment: ______________________________

____

____

6. Project utilized a student and program assessment/evaluation process. Yes ☐ No ☐

Comment:

B **NEW PROJECT**

1. Proposal received by due date. Yes ☐ No ☐

Comment:

2. Project demonstrates comparable experience and performance in other adult education programs or potential to create a successful program. Yes ☐ No ☐

Comment:

C **PREVIOUSLY FUNDED AND NEW PROJECTS**

Additional criteria for funding. (Committee member is to circle her/his interpretation of point value based on application and interview of applicant(s)):

1.	Application meets guidelines.	1	2	3	4	5
2.	Local needs are clearly stated.	1	2	3	4	5
3.	Resources and linkages are available.	1	2	3	4	5
4.	Application clearly addresses STATE need.	1	2	3	4	5
5.	Application proposes to reach adults least educated and most in need of assistance.	1	2	3	4	5
6.	Project proposes to enable adults to become more employable, productive citizens.	1	2	3	4	5
7.	Projects objectives appear to be in line with budget request.	1	2	3	4	5
8.	Project addresses extent of cooperative arrangements to provide services to adults.	1	2	3	4	5
9.	Project illustrates adequacy of outreach activites.	1	2	3	4	5
10.	Project has a local advisory group.	1	2	3	4	5
11.	Goals are clearly stated.	1	2	3	4	5
12.	Objectives are specific and measurable.	1	2	3	4	5
13.	Activities are outlined.	1	2	3	4	5

14.	Evaluation plans are clearly stated.	1	2	3	4	5
15.	Staff development is clearly addressed.	1	2	3	4	5
16.	Calendar of classes and schedules are clearly explained.	1	2	3	4	5
	Total Points:					☐

Comments:

Name of Reviewer: ______________________ Signature: ______________________

RATING: 1) Previously funded projects must essentially receive a YES on all six parts of "Part A" of this review form; 2) New projects must essentially receive a yes on both elements of "Part B" of this review form; 3) Points received in "Part C" of the review form will be given consideration as each application is reviewed for funding; 4) In addition a formal review with each applicant will be considered in the funding decision.

EXHIBIT Q

MAP OF HOUSING AUTHORITY SITES

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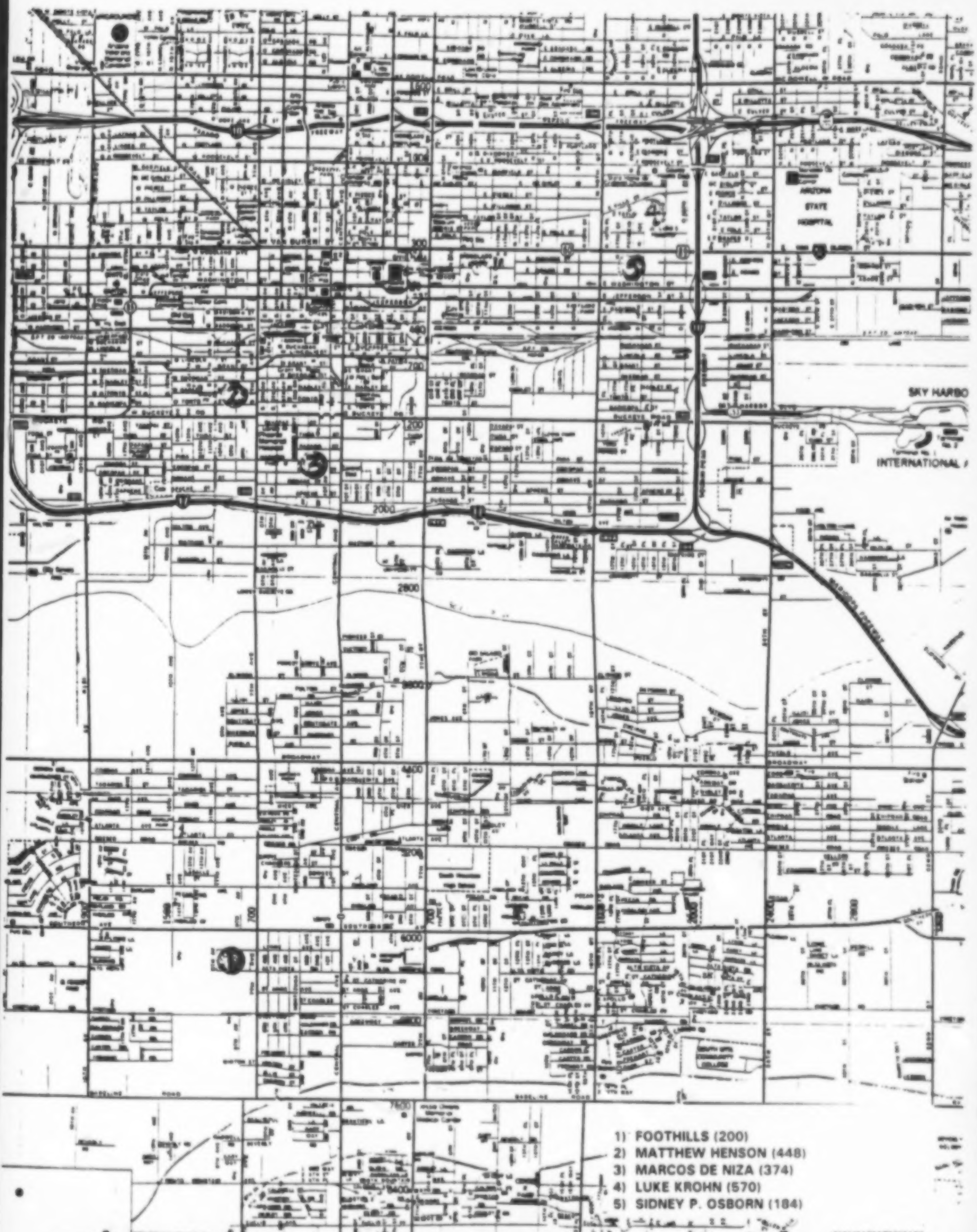
SKY HARBO
INTERNATIONAL
ARIZONA STATE HOSPITAL
1) FOOTHILLS (200)
2) MATTHEW HENSON (448)
3) MARCOS DE NIZA (374)
4) LUKE KROHN (570)
5) SIDNEY P. OSBORN (184)

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